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TRAVEL BOOK FOR JUNIORS

TEACHER'S MANUAL

HELEN PATTEN HANSON

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A TRAVEL BOOK FOR JUNIORS

TEACHER'S MANUAL

By
HELEN PATTEN HANSON

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INTRODUCTION

A TALK WITH THE TEACHER

It has become an accepted fact in the field of religious education, as in that of so-called secular education, that teaching, to be effective, must be child-centered. Subject matter is but a medium through which those truths which mold character and shape right conduct are made apparent; and the technique of teaching is merely the means by which these truths are carried over effectively into life. The real objective is found in the life of the child itself, in the development of those attitudes, appreciations, ideals, and aspirations, which one may hope to see evolve at a given stage of growth under rightful conditions of cultivation. Both the nature of the subject matter and the methods of teaching are conditioned on the needs and capacities of the particular age for which they are designed, and the intelligent use of them by the teacher requires a thorough understanding of the characteristics, interests, and potentialities of the group to be taught.

The aim of the course.—The *Travel Book for Juniors* is written primarily for boys and girls of approximately ten years of age. The lessons are shaped with a view to providing in a form acceptable to pupils of this age a bulk of knowledge of the Bible and Bible lands, and at the same time presenting in heroic form ideals of life and conduct which shall capture the interest and imagination

and thus serve to lay down a few concrete rules of living, to cultivate or reenforce desirable habits, and to encourage conduct of a Christianly social character.

The pupil.—It may assist in the interpretation of the course to review a few of the characteristics of the pupil to be taught, showing the adaptation of the lesson material to the needs presented by these characteristics.

Physical strength.—First of all, this eleventh year is a time of abounding vitality and energy. Body and mind are in constant activity. A fine degree of adjustment between the parts of the body has been reached, and mind and muscle are quickly responsive to stimulus. The child has outgrown the easy fatigue and susceptibility to disease of previous years and has not yet entered the beginnings of physical change which drain the energies in later years. In a word, this is normally the most promising of all the years of childhood from the standpoint of physical powers.

Mental powers.—Physical robustness and endurance go hand in hand with mental alertness. The quickness of the mind of the normal ten-year-old boy or girl frequently startles the teacher. "They can think of more things to do in a minute than I can in half a day," protested one bewildered teacher of a junior class of boys. It requires a keen, alert, resourceful teacher to supply these young juniors with sufficient occupation for their brains and hands.

The great propensity of this early junior for research is well known. His large appetite for

knowledge of all kinds leads him in every direction. He collects facts, unrelated or related, much as he collects the varied contents of his pockets. And he desires, not that which is fictitious and fanciful, but what is real and tangible. In following Dick's travels in Bible lands this hunger is in a measure appeased by material rich in fact information and abundantly suggestive as to where more may be found. The "Things to Find Out" at the close of each chapter are designed to satisfy his spirit of investigation. He is also expected to seek out his own illustrative material for each lesson, although in a few of the later lessons certain pictures, mostly masters of art depicting the life of Christ, are to be supplied to him for his notebook. His tendency to collect not only information but material objects as well, is met with the suggestion to assemble, during his travels with Dick, stamps, postcards, clippings, pictures, natural history objects, curios, or whatever else may appeal to his acquisitive instinct.

But in his quest for knowledge he seeks not only facts, but experience. The zest of life for him lies in adventure. Tests of strength and feats of daring and courage are his joy. All that is novel, curious, and unusual catches his attention. He seeks adventure for himself, and his favorite stories are full of it, his favorite heroes are men of marvelous deeds and strange experiences. The entire course of "Travels" may be made a series of adventures for him by following out the project of a personally conducted tour as outlined in the Introductory Lesson.

This junior finds another contact with reality

by working with materials. Handwork brings him also the satisfaction of achievement and the sense of personal power through creativeness. His hands are always ready to undertake new and interesting forms of constructive work. The "journal," with its provision for writing, pasting, drawing, and map-work, supplies the main form of handwork for the course, but there are limitless other possibilities throughout the series in case more than an hour can be given to each lesson. The making of clay relief maps and models of houses, household and field implements, dolls dressed in the costumes of the country, etc., will be found of interest. Simple service activities are suggested in connection with certain lessons. These could well be elaborated into fascinating plans for the constructing of toys, pasting scrapbooks, dressing dolls, writing "picture letters" (using tiny pictures from advertisements in place of nouns), sewing surprise bags, making valentines or May baskets, and any other welcome gifts for those who especially need to be cheered and made happy.

The habits of a life time are being given their permanent set in the junior years. It is hoped that these lessons may be used to foster especially the desirable habits of religious devotion, such as regular Bible reading, private prayer, support of the church, and participation in its services. These religious practices are particularly dwelt upon in certain lessons, but they should receive emphasis throughout the course.

As is well known, this is the period when retentive memory is strong, and when rote memorizing is easily done. A group of choice hymns and Bible

verses is assigned for memory work. They will all be found at the close of the course written in the journals if the latter have been kept according to the suggestions given.

Social limitations.—The child of ten lives in a self-centered world. It is not easy for him to be unselfish or to adjust himself to the rights of others or to appreciate their needs. Through these lessons he should become a more social being, with a larger sympathy, a more ready appreciation of others, a wider vision of the world in which he lives, and some understanding of Christian living in terms of service. As such lessons are best learned through expression, the thought is constantly directed toward opportunities to render service in various forms. It is highly important that this aspect of the teaching shall be thoroughly emphasized.

At this age also the child still lives "under authority," recognizing the need for guidance by those who have the right to lead him. As he makes progress in acquiring the attitude of brotherly kindness in his relation to others in the world family, he may also be led through these Bible stories to see God as the Father of all, holding the supreme authority in the direction of human life. The enlargement of his world may be both outward and upward, so to speak, and all of his social relationships shot through with a sense of God's wise and loving rule.

It may be noted here that perhaps one of the best ways of gaining a social awareness, an appreciation of the feelings and experiences of others, is through dramatization. With his motor ten-

dencies and his quest for experience the junior is readily responsive to the dramatic. He fairly tingles with the desire to "play-act." And there is no more effective method by which the pupil may arrive at the inner truth of a story than that of living over again its situations through his own activity. In several of the lessons simple dramatization is suggested. Much more of it could be used. A number of scenes could well be worked up for a parents' meeting at the close of the course.

The foregoing are but a few of the many teaching opportunities presented by the vivid, energetic, kaleidoscopic life of the junior. How many more there are will soon be evident to the wide-awake teacher who sets himself whole-heartedly to his task.

Warning.—There is one danger in the course. With the quick response of the child to opportunities for investigating, collecting, working with materials, dramatization, etc., the activities in themselves may become so absorbing as to entirely submerge the spiritual teaching underlying each chapter. Study to keep the spiritual aim clearly in mind, that it may carry through and be the final impression in each lesson, whatever methods have been used.

Also study your group, and if the suggestions for lesson development given in the following chapters are found to be too complex, or require too much time to be compassed in one hour with your pupils, cull from them those which you feel are most adapted to the needs and abilities of the boys and girls. Groups of juniors vary greatly in their capacity for handling such work, due chiefly

to difference in environment and in wealth of social contact and experience.

Equipment.—Each pupil should provide himself with a textbook, a good-sized notebook, and pen or pencil. There should be available for the class paste, scissors, and crayons. Modeling clay, paints, colored paper, and other handwork material may be provided from time to time if more than an hour is allotted for each session.

There should be a good wall map of Palestine, and one showing the countries bordering on the Mediterranean, including Egypt and Arabia. It is suggested that an entirely original map of Palestine be developed in the notebook, but, if preferred, small outline maps may be secured for each pupil to be filled in from lesson to lesson. If still a second map is desired for coloring, order "Hodges Historical Map, No. 4."

The following pictures have been listed to be ordered in advance, and pasted in the journals in connection with certain lessons:

Chapter	Picture	Number
VII	Jerusalem (for teacher)	Wilde 184 192 196 201 202 203 204 221 234 291 292
XIX	"Christ Among the Doctors," Hofmann	Brown 92
XXIII	Correggio's "Holy Night"	B 171
	or	
	Raphael's "Sistine Madonna"	B 93
XXIV	"Nazareth and the Hill Country"	W 182
XXVIII	"Entry into Jerusalem," Plockhorst	B 821
XXIX	Leonardo's "Last Supper"	B 169
XXV	"Ecce Homo," Ciseri	B 90

A TRAVEL BOOK FOR JUNIORS

The following books will be found helpful by the teacher in the study of the pupil and the preparation of the lesson material:

The Pupil

Childhood and Character. Hartshorne.
A Study of the Junior Pupil. Whitley.
Fundamentals of Child Study. Kirkpatrick.
The Pupil and the Teacher. Weigle.
The Child and His Religion. Dawson.
Child Nature and Child Nurture. St. John.
Psychology of Childhood. Norsworthy and Whitley.

Method

How to Teach Religion. Betts.
The Pupil and the Teacher. Weigle.
The Training of Children in Religion. Hodges.
Junior Method in the Church School. Powell.
Talks to Teachers. James.
The Dramatization of Bible Stories. Miller.
The Bible-Play Workshop. Benton.
Pageantry and Dramatics in Religious Education. Meredith.
Play and Education. Lee.
The Use of the Story in Religious Education. Eggleston.
The Missionary Education of Juniors. Hutton.
Graded Social Service in the Sunday School. Hutchins.

Lesson Material

The Historical Geography of the Holy Land. Smith.
The Land and the Book. Thomson.
Jerusalem in Bible Times. Paton.

The Peasantry of Palestine. Grant.
Flowers and Trees of Palestine. Temple.
A Pilgrim in Palestine. Finley.
Representative Men of the Bible. Matheson.
Representative Women of the Bible. Matheson.
Moral Leaders of Israel. Willett.
The Prophets of Israel. Willett.
The Historical Bible. Kent.
Single-Volume Bible Dictionary. Hastings.
Dictionary of the Bible (5 volumes). Hastings.
One-Volume Commentary on the Bible. Peake.
The Jesus of History. Glover.
Studies in the Inner Life of Jesus. Garvie.
The Life of Christ. Papini.
The Life of Jesus. Rall.
The Life of Jesus Christ. Stalker.
The Ethics of Jesus. King.
The Teachings of Jesus. Rall.
History of Rome. Students' Series. Gibbons.
The Evolution of the English Bible. Hoare.
How We Got Our Bible. Smyth.
Archeology and the Bible. Barton.
The Bible and the Spade. Peters.
Guide-Books of London, Palestine and Egypt.
Bible Plays. Benton.
Shorter Bible Plays. Benton.
Hypatia. Kingsley.
Quo Vadis. Sienkiewicz.

The teacher.—The secret of ultimate success in presenting this course lies in the teacher himself. Is he warmly sympathetic with these eager, restless juniors? Has he sufficient of the play spirit to enter heartily with them into this adventure

of travel? Has he the spiritual earnestness and discernment to guide them skillfully to the acquisition of spiritual values? Has he sufficient conviction of the importance of his task, and sufficient modesty as to his own equipment for it, to impel him to a thorough, prayerful preparation for each lesson? When the course is completed, it will be his enthusiasms, his ideals, his attitudes—in short, the contagion of his personality—which will most abide with the pupils under his care.

"And for their sakes I sanctify myself, that they themselves also may be sanctified in truth."

INTRODUCTORY LESSON

THE opening period is rich with possibilities for the successful working out of the course. It requires perhaps more clear and definite planning than any other lesson of the series, for it is so entirely dependent upon the teacher's preparation. Because so much is involved in the special approach to this course an entire period is given to its introduction.

The teacher should have had the textbook in hand for some days in advance in order to read it through, to live with it, to become thoroughly acquainted with Dick, and eager to introduce him and his experiences to the prospective class. He will then see, not merely so many pupils to whom a textbook is to be taught, but rather a group of energetic "Dicks," ready for travel, exploration, and investigation, keen for adventure, eager to project themselves into novel experiences, natural actors and imitators, and thoroughly responsive to the heroic. It is the natural next step for the teacher to see himself as the personal conductor of this class of juniors on the trip which Dick is taking.

Aim: The purpose of this lesson is most practical and concrete; namely, to enlist the interest and enthusiasm of the class in a trip to the Holy Land; to organize a "personally conducted party"; to send the class out intelligently to advertise and prepare for their trip, and to enlarge their "party" if possible.

Points of emphasis:

The pleasure and benefits of travel.

The unusual privileges of Dick's proposed trip to Palestine.

The plan of the course: to share Dick's journey with him.

Procedure: Open with questions concerning the farthest distances members of the class have traveled. Where would they like to travel if given the opportunity? Interesting facts may be brought out revealing the interests, ambitions, limitations, or special advantages of individual members.

Distribute the textbooks, or if only the teacher's is available, pass it about the class, allowing the members to glance through at the illustrations, and to ask any questions they desire. Have the books closed and proceed to read or tell the story of Dick's last day at school and his preparations for the journey. Reserve, however, the mother's bedtime story until the next period. Follow the story with a brief sketch of what Dick's journey is to be, revealing only sufficient to arouse interest and anticipation.

Draw from the pupils what each would like to see in the Holy Land. If suggestions are not readily forthcoming, the teacher may contribute freely, calling to mind familiar heroes and incidents of this Bible land. Dwell upon the thought of seeing the very places where Jesus lived, and grew up as a boy, and taught and helped people, until Dick's trip shall stand forth as one of the rarest privileges to be accorded to a boy of ten.

Raise the question as to what a boy like Dick could gain from this kind of a trip. Answers like

"knowledge of geography and of the Bible" may be expected, but it will take the thoughtful child to suggest that Dick will come to know the people of the Bible better for having been in their homes. However, this last is the final thought to be developed: that Dick will come to know Joseph and David better, and to understand more clearly what Jesus said and did because of visiting the places where they lived. Lead from this to the idea of going with Dick and sharing with him as far as possible the experiences of his trip.

The Project or Plan of the Course

The thought of following Dick in his journeyings may be expanded into a plan for a "personally conducted tour of the Holy Land," the teacher as "Conductor," the text as "guidebook," and the class as the "party" en route. If this plan is adopted, steps must be taken immediately to organize the party. This organization may be as simple or elaborate as the interest, abilities, and size of the class seem to justify. No teacher should feel it necessary to adopt all of the suggestions given, nor to hold rigidly to the lesson outlines suggested, although some may find themselves, with the help of the class, elaborating the plan of work even more.

The following official responsibilities are suggested for members of the "party":

Business Manager: To provide tickets covering each stage of the journey, to arrange routes of travel, steamer and hotel accommodations, etc.

Photographer: To collect and bring to class,

with the help of the other members, all possible illustrative material; to have charge of distributing, or passing around for inspection, such special pictures (Brown, Wilde, etc.) or stereographs (Underwood), as the teacher shall provide with certain lessons; to be responsible for making up a scrapbook illustrating the journey if the class contributes sufficient material for such a book. It would also add greatly to the interest if the photographer could take snapshots of the party from time to time for entry into the journals—the officers of the party, starting out on the trip, an out-of-door lesson, a dramatized lesson, etc.

Geographer: To be custodian of maps, responsible for pointing out routes of travel, locating places, and occasionally conducting map drills. He shall also cooperate with the teacher in seeing that not only the physical features of the country but also the ways of life of the people, social customs, habits of dress, means of subsistence, methods of trade, etc., are clearly brought out as given from lesson to lesson.

Dragoman: A native guide for side trips in the Holy Land. Such a person provides horses, tents, food, and other equipment for camping trips. He will have special responsibility in Chapters X, XIV, XXIV, XXV, XXVII, but may also be commissioned, if desired, to arrange for some article of light refreshment suggested in other chapters, such as XVI and XVII. It will add to the interest if he can appear at times in native costume (p. 115). He need not be chosen at this first lesson, but his

appointment should be kept in mind so that the place may be effectively filled later on.

Advertising Manager: This member of the class will have in charge the enlargement of the traveling party. He will enlist the cooperation of every other member of the class. Posters may be made, invitations or "circulars" sent out, and other methods employed which their ingenuity shall devise. The major part of this activity must be immediate, culminating by the third class period when the party is really started. However, additions may still be "picked up" in England, or on the steamer to Jaffa.

If the class is large, each of these officials may have assistants. Also individual members may take upon themselves particular interests, such as the collection of stamps, of natural history objects, of clippings, and illustrations of manners and customs.

Journals: It shall be required of each member of the party that he keep a notebook record of his travels, according to the directions of the "Conductor." Notebooks of uniform size should be purchased by the next session large enough to allow for pasting in pictures. A colored picture of a steamer will make a good frontispiece. Suggest that the pupils write at once to steamer agencies for advertising folders. These will furnish steamer pictures and other illustrative material appropriate for Chapter II.

Activity: The Plan of the Course, as outlined above has already suggested immediate activities —boosting the class, securing steamer pictures and

folders, preparing the tickers, purchasing the "journals."

Assign Chapter I and its Finding-Out Questions for definite study. The list for Question 2 need not be written down until the next class period. Ask individual pupils to be prepared on Numbers 3 and 4.

CHAPTER I

PREPARING FOR A JOURNEY

The first lesson of the course sets a standard for the work of the entire series. If the assignments for this hour have been carefully prepared, and the special responsibilities enthusiastically carried out, the example of faithful work will create an expectation of equal industry in all the lessons to follow. It may be well to follow up with reminders or any necessary help those who have special duties for this first lesson, in order that there may be no failures or disappointments to lower the standard. Moreover, it is important in establishing habits of thoroughness and honest industry, that responsibilities once accepted are faithfully carried out. But keep always in mind, that responsibilities too difficult for the child encourage not only lack of thoroughness but also lack of confidence, and result in lessened power. Begin at once to study the pupils in order that assignments may be wisely made according to their capabilities.

References: For suggestions on teaching read James, *Talks to Teachers*; Horne, *The Art of Questioning*; and Betts, *How to Teach Religion.* For study of the pupil see references in the introduction. If time for reading is limited, turn first to *A Study of the Junior Pupil*, by Whitley.

Aim: To introduce Dick, his family, and the circumstances of his going on an extended journey; to show that such a special privilege is an opportunity to share with others; to encourage complete trustworthiness away from home.

Points of emphasis:

Dick's promises to his friends and his family.
The thoughtful and loving preparation for the trip.
The sacrifices involved in these preparations.
The significance of the various gifts.
The courage of Stanley, and the respect which he won.
God's watchcare over Daniel.

Procedure: Review the story in Chapter I as far as it was read or told in the preceding period. Draw from first one and then another the ways in which Dick promised to share his good times with his friends, his class, and his family. Ask the class to suggest ways in which they could add to the happiness of those traveling or obliged to be away from home for any reason. They may mention train letters, steamer letters, surprise packages, Christmas boxes, hospital scrapbooks birthday letters to missionaries, etc. Ask also how they may share their pleasure when away on vacations or other special trips.

Next, discuss the details of the preparation for Dick's going, answering Question 1, considering the appropriateness of the various gifts. Make a five-minute game of answering Question 2, having the class write their lists without previous warning or consultation. Take a moment to compare the

lists, then pass on to the climax of the lesson, the story of Stanley. This should be told by the teacher. Immediately following the telling ask for the story of Daniel from the pupil to whom it was assigned. After both stories have been told, lead into a comparison of the two, developing in particular two thoughts: (1) God's nearness to the one who does what he thinks is right wherever he is, and (2) the strong type of manhood that grows out of being faithful under all circumstances to the best that one knows. Suggest that the class underline the statement of Dick's mother (p. 12) as to the real test of a boy.

Activity: Plans for the trip should be discussed. New members of the party may be welcomed. Tickets, if ready, will be given out, and should be kept in an envelope pasted in the back of the textbook or the journal, ready for each session. Only those for the first five travel lessons are necessary at this time. Personal equipment for the journey may be carefully considered, especially the necessities for ocean travel. Journals may now be commenced with a detailed list of personal baggage, and the names of the members of the party. If the class is not too large, it will add to the interest to have the latter list made up of personal signatures.

Assign the Finding-Out Questions in Chapter II, asking the Geographer to be responsible for Question 1. Remind the class to gather pictures illustrating steamer travel. The Business Manager should not fail to have all tickets prepared, and train and steamer connections decided. The Bible

verses as well as the hymn should be assigned for memory work in connection with Question 2, but nothing need be written down in advance. Again send the class out to add to their number before the next session, the "sailing date" of the party.

CHAPTER II

A WEEK ON AN OCEAN LINER

THE party is now about to start on its trip. Beginning with this lesson the class will have certain preliminaries to go through with at the opening of each session. There will be the roll call of the members of the party (unless the class is too large to take the time), the punching of the tickets by the Business Manager, the settling of any questions regarding luggage, equipment, or accommodations, which may arise to give reality to the situation. Steamer and railroad folders, and all illustrative material gathered, should be out for inspection as the class assembles. Care must be exercised, however, that not too much time is taken by these details.

Aim: To give a vivid picture of travel on an ocean liner; to awaken a desire to make the most of every opportunity to increase one's knowledge and usefulness; to increase admiration for self-sacrificing courage.

Points of emphasis:

The trip to New York and the boarding of the steamer.

Passing the Statue of Liberty.

The letters from Dick's mother.

Sunday on board ship.

The English lad's choice of death for the sake of his comrades.

The king's reward for unselfish service.

Procedure: Open the lesson by singing the national anthem, or "America," or with a salute to the United States flag. Call upon the Geographer to point out the route to be taken to New York and thence to Liverpool. Use a map showing the United States and England. If none is available, a rude one may be easily constructed by cutting from paper outlines of the two countries and pasting them at a suitable distance apart on wrapping paper of another color. The intervening space is, of course, the Atlantic Ocean. Colored lines may be drawn to show the route of travel. The Business Manager will name the train connections, the steamship line, with the particular steamer he has chosen, and the sailing date and hour.

Enter upon the lesson itself by allowing one pupil to tell of Dick's trip to New York, another to describe the liner, adding any information he may have secured himself, and a third to tell of the sailing, answering the first of the questions on page 17. Discuss briefly Dick's excitement on passing the Statue of Liberty. Consider together the way Dick used his days on board ship, his interest and participation in all the activities, and yet his definite control of his time, putting certain things first each day. Was this trip allowed him just for pleasure or was he responsible for gaining something more out of it? Recall the stories of

Stanley and of Daniel in the last lesson and ask how Dick was meeting the test of being away from home. Suggest that the party assume that it is Sunday aboard ship. Sing the hymn and recite the memory verses as the morning service. The teacher or one of the members may be the "Chaplain" and tell the story of the English sailor. Close with a discussion of Question 3.

Activity: Allow time after the lesson for notebook work. Each entry in the journal should be properly dated and located, and written as far as possible in journal form. This first one will include the name and description of the steamer, answers to questions on page 17, and the memory work. Pictures should be pasted in. What is not finished during the class hour may be completed at home.

In assigning the "Things to Find Out" for Chapter III, divide Number 3 among five pupils for report (one cathedral to each). Ask all to come well prepared on 4 and 5, and in addition to memorize the verses on page 27 and name the author. The Photographer as well as all the class should be particularly zealous in searching for pictures of cathedrals. A really good one may perhaps be borrowed from the wall of some home.

CHAPTER III

IN THE LARGEST CITY IN THE WORLD

Our party makes its first landing on England's shore. It is manifestly impossible in the brief time allotted to do more than touch upon those ele-

ments in English life—the historic associations, the beautiful buildings, the courage of her people —which excite our admiration. And yet with a few swift sketches sympathetically presented much may be done to deepen the pupil's respect for this splendid people.

References: Look up "London" and "Cathedrals" in any good encyclopædia, or consult Baedeker's guidebook, *London and Its Environs.*

Aim: To give the pupil an acquaintance with England and her greatness, to stimulate a desire to be worthy of a place in a hall of fame, and to develop the thought that it is in everyday living that heroes are made.

Points of emphasis:

The description of London.

The great churches called cathedrals.

The heroes of the war.

The visit to Westminster Abbey, and the discovery of an American name in Poet's Corner.

Livingstone, the Christian missionary.

Uncle Jack's statement about heroes.

Procedure: After the preliminaries of calling the roll, punching the tickets, etc.,[1] open the lesson period by singing "Jesus, Saviour, Pilot Me," and repeating Psalm 24. 1–5. Have the route of travel in this chapter pointed out on a map of England.

[1] Hereafter these introductory details will be taken for granted, and only such suggestions as are especially suitable will be given from time to time.

Touch upon Dick's description of London and the English people and encourage from the class such information as may increase understanding and admiration of the English.

Call for the reports from the class about cathedrals. Let the Photographer and others show such pictures as they have gathered. Take up the question, "What is a hero?" and discuss Question 5. Pass on to Dick's visit to Westminster. Ask the class to identify the names given on page 27. Let some one read the entire "Psalm of Life." What are "footprints on the sands of time"? Compare the lists of ten great Americans given by the pupils and the reasons for the choices made. Show a picture of Livingstone and ask some one to read the paragraph about him. Call for the reading of John 15. 13. Raise the question as to what Uncle Jack meant by "the great unselfish things" which "everyday people" do.

Activity: A picture of a cathedral will make a good frontispiece for this lesson's entry in the journal. A report of the trip to London should be written, and Questions 2, 4, and 5 answered. The lines from Longfellow should also be entered.

Warn the pupils to bring their Bibles without fail to the next session. This should become a requirement for every lesson hereafter. Assign the Finding-Out Questions for Chapter IV, asking especially for a report on Number 4.

Send the pupils out to discover about them persons whom they consider everyday heroes or heroines.

TEACHER'S MANUAL

CHAPTER IV

A LETTER ABOUT THE BIBLE

It is not necessary that the pupil shall learn and digest all of the facts given in this outline history of the English Bible. He should come through with a few facts regarding the arrangement of the books of the Bible, with the names of Wyclif and Tyndale on his roll of heroes, and Dick's outline of the versions in his memory. But the real result to be attained is far greater than the facts—a new grasp of the Bible as a most precious and wonderful book.

References: *How We Got Our Bible*, by Smyth, *The Evolution of the English Bible*, by Hoare.

Aim: The purpose of the chapter may therefore be stated as follows: To show the growth of the English Bible, and the struggle and martyrdom that has gone into its development, and to inspire a deeper reverence for its pages and a desire to know more about it.

Points of emphasis:

The description of the manuscripts at the British Museum.

Uncle Jack's instruction about the contents of the Bible.

The story of Wyclif.

The story of Tyndale.

The writing of the Authorized Version.

The two revised versions.

The work of the Bible societies.

Procedure: It will be difficult to cover in one period all of the material given. Two sessions could well be spent upon it, but if only one hour is available the time should be planned most carefully in advance and no division of the lesson be allowed to run over schedule.

First, with the help of the class, list on the blackboard the main sections in Dick's letter. The result will resemble the list under "Points of Emphasis." Ask for volunteers to be ready to report on each section as called for. The descriptions of the Old and New Testaments should be assigned to separate pupils. Allow a few minutes for the silent rereading of the lesson. Then close all textbooks and open Bibles for the remainder of the lesson.

With the report on the early manuscripts, such illustrative material as a piece of vellum, and sample pages of Greek, Latin, and Hebrew will add interest. The teacher may even be so fortunate as to find in the treasures of some home an old scroll or book with illuminated letters.

With the reports on the contents of the Bible have the pupils handle their Bibles repeatedly, locating some of the books referred to, and seeing how many of them can be named from memory. Lead the class to adopt as a requirement of the course the memorizing of the books of the Bible. Suggest that they check off lightly with pencil in the index of the Bible those books that have been referred to in the preceding lessons. Encourage the neat underlining of verses that are especially enjoyed. Emphasize the value of getting really acquainted with the book so as to make use of it.

If the suggestion is given in advance, the pupils reporting on the five different versions may enjoy trying impersonation, each version telling in the first person the story of how she came to be. As each one is given, list it on the blackboard as on pages 36, 37. With the third and fifth versions the words "our" and "my" should be changed to "Dick's" if these words in the book are not true for the member of the class.

As the last reports are given, the pupils will examine their Bibles to determine which version each has brought. There may be time to look up one or two comparisons between the Authorized and the later versions, such as the use of "love" in 1 Cor. 13, and of "Jehovah" in the Old Testament. Consider carefully Question 2. Close the lesson with a discussion of individual answers to Question 4.

While this is largely an information lesson, yet, as already suggested, the facts may be so marshaled, by question and comment on the reports, as to instill a deep desire to know and use the wonderful book that has been more precious than life to unnumbered people.

If two periods should be allowed for this chapter, stories of experiences of colporteurs should be looked up and brought in by the pupils. Write to the American Bible Society, Bible House, Astor Place, New York. Also use the public library.

Activity: The entry into the journal this time may be in the form of a letter to a friend or member of the family, giving facts learned in London about the Bible. It should include answers to at least Questions 1, 2, 4, and 5.

Ask the class to be prepared at the opening of the next session for a brief Bible drill covering the facts given in this chapter.

Call upon the Business Manager to give instructions for the next stage in the journey, stating the hour of the train from London to Dover, and of the steamer across to Calais, France. If he has posted himself about the stormy English Channel, he may suggest pills or some remedy for seasickness. Arrange with the Geographer for the necessary maps for the next lesson. He should be prepared to trace the journey from London to Jaffa. The Photographer and other members of the class should have little difficulty in finding pictures for this long trip.

Assign the "Things to Find Out," asking some one for a special report on Number 5. Ask the class to look up and copy into their notebooks "Fairest Lord Jesus," known as the "Crusader's Hymn."

CHAPTER V

ALMOST TO THE HOLY LAND

THE last stage of the journey to Palestine has been reached. Dick and the "party" are about to set foot in the Holy Land. In preparation for this lesson the teacher will need to work over the geographical material carefully, even though he may believe himself thoroughly familiar with it. George Adam Smith's *The Historical Geography of the Holy Land* will be of invaluable help here

and in all the lessons on Palestine. The teacher should consult a good encyclopædia, or history of the Middle Ages, to review the facts regarding the crusades. As he goes deeper into his preparation for leading these boys and girls over this land of sacred associations it is hoped that he will become possessed with the same "strange earnestness" which held Dick silent as Uncle Jack gave him a vision of what traveling in Palestine might mean.

Aim: To develop an appreciation of the importance to the world of the little country of Palestine, and to arouse in the pupil an eager anticipation of the coming journey through the land where Jesus and his people lived.

Points of emphasis:

The route taken to Jaffa.

The geography drill on shipboard.

Palestine's importance as a bridge between countries.

Palestine's importance as the country where Jesus lived.

Her unhappy history.

The heroic struggles of the crusaders.

Procedure: Preliminary to the teaching of today's lesson will come a brief drill on the main facts in Lesson IV. This may consist of writing upon the blackboard, one at a time, suggestive words, or groups of words, such as, "Wyclif," "Gospels," "Authorized Version," "Manuscripts," allowing volunteers to tell about them quickly. Do not give these in the order followed in the lesson, but gradually build up at one side of the board, as the drill progresses, the five versions in their order.

Add zest to the drill by working quickly, turning from one pupil to another, and another, rather than allowing long answers.

As an introduction to the regular lesson have the class sing the "Crusader's Hymn" from their notebooks. Call upon the Geographer, or an assistant he may have chosen, to trace the route from London to Jaffa. The pupils may mark it on the maps in their textbooks opposite page 39. Then ask one pupil to locate on the wall map of the world (if not available use map of Europe and Asia Minor) the countries Uncle Jack asked for (page 40); another to locate the second list of places given; a third to point out the cities listed; and a fourth to find the bodies of water named. Some of this may prove difficult and require some repetition. Emphasize the strategic position of Palestine in relation to other countries.

At this point turn to page 42 of the textbook. Let the teacher, commencing with the second paragraph, read aloud to the beginning of Uncle Jack's talk. Call upon four pupils to read the next four paragraphs in turn, calling attention to the earnestness with which they were spoken. An imaginative pupil may be able to lose himself in the meaning of the words. Pause in the middle of the first of these paragraphs to call for the assigned report on Question 5, which will explain the statements so far made. At the end of the second paragraph let two or three answer Question 3.

The final paragraphs should be reserved for the teacher to read aloud. They should be read quietly and with feeling. If the right atmosphere has been created, the reading may be concluded by a brief

prayer, following the thought of Uncle Jack's final words. Some of the pupils themselves may feel free to participate with sentence petitions.

Activity: The journal for this chapter should outline the journey from London to Jaffa, and answer Questions 3 and 4. There will probably be pictures to paste in. Some may have stamps or postcards from one or more of the places mentioned.

On page 48 of *Junior Hymns and Carols* will be found "The Song of the New Crusade," a song which the class would thoroughly enjoy learning and singing along with the old "Crusader's Hymn." If possible, secure a copy of it, and have the words written on the blackboard for the pupils to copy into their journals and learn for the next lesson. The words "Sunday school" can be replaced by some name such as "Bible school" if the former is inappropriate.

Announce a ten-minute geography spell-down for the next hour. Appoint captains and choose sides. The contest will be on the location of places mentioned in to-day's lesson (Chapter V). If desired, the Geographer may be delegated to conduct the spell-down.

Assignment on Chapter VI will include making an outline map of Palestine such as found on page 48, to be pasted into the journal.

The ocean trip is now completed. If the tickets for the course are being given out in sections, the next section covering Chapters VII to XIV should be ready at the next lesson.

NOTE.—Books should be inspected and special conferences arranged with any who are having difficulty with their journals.

CHAPTER VI

A REUNION AT JAFFA

Our party is entering Palestine. It now becomes necessary to introduce its members to the physical and social geography of the country, that they may more intelligently pursue their travels. The teacher will do well to keep close to the sources of information on historical geography already given. A study of the article under "Peter" in Hastings' *Bible Dictionary* will furnish a clearer understanding of the barriers of Jewish prejudice which were broken down by the vision at Joppa. Refer also to Smith's *Historical Geography of the Holy Land.*

Aim: (1) To present in simplest outline the physical features of the geography of Palestine and to give glimpses of the people through the street scenes of Jaffa, all of which may be portrayed in such vivid fashion as to capture the imagination and interest of the pupil. (2) To develop an understanding of the missionary significance of Peter's vision and to stir the heart of each boy and girl with the desire to live a life that shall help tell the Christian message.

Points of emphasis:
Dick's first geography lesson on Palestine.
His meeting with his father.
The street scenes in Jaffa.
The visit to the home of Simon the Tanner.
Peter's vision and its result.

Procedure: A brisk geography spell-down, as assigned, will occupy the first ten minutes of the

period. If the proper maps are at hand, each place that is called may be located quickly and silently without recitation. Any considerable hesitation constitutes a failure. In this way much ground is covered in the time allotted.

Use the "Crusader's Hymn" again to open the regular lesson. With the help of the class, work out on the blackboard Dick's first map of Palestine, bringing out the facts about coastline, hills, etc., as given in the lesson. Ask some one for the story of Samson. See who can turn most quickly to the Old Testament references concerning Jaffa. Have them read aloud with comment. Ask another to describe Dick's landing. Follow with a discussion of Question 4, until the street scenes of Jaffa become vivid.

Call upon a pupil to tell in his own words the story of Peter's vision. Help the class to picture the typical house of those days with flat roof and stairs outside to the roof. Discuss the message in Peter's vision. What did it mean to have the gospel go to the Gentiles? Take up Question 6. The second part may elicit such answers as "Ministers" and "Missionaries." Guide the class to the thought that everyone who takes the name of Christian has a share in the telling. Perhaps some may grow up to have a more conspicuous share than others, but all have the privilege and the duty of helping. Do not leave the statement vague, but raise the question "How?" and help the pupils to bring out in their own answers the thought of living lives that "tell," of doing bits of service that "tell," and of developing the kind of strength that will be ready for big tasks for the Kingdom later

on. Send each pupil out to watch for opportunities to make his life "tell." Close with "The Song of the New Crusade."

Activity: If the outline maps have not been entered in the notebooks they should be put in now. The landing at Jaffa and the visit to the traditional home of Simon the Tanner should be described.

If the discussion of the lesson has developed as it should, various forms of service have already been suggested.

Assign the Finding-Out Questions in Chapter VII, giving 4 and 6 to individual pupils. Ask the Photographer to be particularly zealous in searching for pictures of Allenby and of Jerusalem.

CHAPTER VII

ON THE WAY TO JERUSALEM

THE next eight chapters take our party to Jerusalem and thence over the scenes of early Hebrew history to the time of the close of the wilderness wanderings. It is well for the teacher to keep in mind the historical sequence of these lessons and to make the connections between them from time to time, but for the pupil of this age the history in itself is of little value. The physical features of the places described, and the life of the people will hold his interest and should be brought out clearly; but above all else he should see certain heroic men venturing everything at God's command, going through strange experiences

with unshaken trust, and finally under divine guidance accomplishing remarkable results.

References: The teacher will find helpful in his preparation *Jerusalem in Bible Times*, by Paton; *Representative Men of the Old Testament*, by George Matheson; Willett's *Moral Leaders of Israel*, and always, Hastings' *Bible Dictionary*. Also Finley's *A Pilgrim in Palestine* gives among other fascinating descriptions some interesting side lights on General Allenby.

Aim: To make the pupil still more familiar with the physical features of Palestine and the struggles of her history. To win admiration for the courtesy, reverence, and toleration of a modern Christian hero in Palestine and to stimulate a desire to be like him in these qualities.

Points of emphasis:
The attractive Jewish settlement at Tell Aviva.
The Plains of Palestine.
Ludd, the home of Dorcas.
Ramleh, and the praying Mohammedan.
The struggle of the crusaders.
The coming of Allenby and its result.

Procedure: This is a prime opportunity to "play train" to good effect. Suggest that such shall be the plan of the lesson. The teacher, or some one the class may choose, will take the part of Dick's father, answering the questions along the way, except for the strictly geographical information which the Geographer shall supply. The latter shall point out on the map the places along the journey and the Plains mentioned. One pupil

should be delegated to call the stations at the proper places. Still another should be coached in advance to play the part of the Mohammedan at prayer, as described on page 57. The remainder of the class may be the "party" ready to ask Dick's questions in the lesson. The pupils may have still other dramatic possibilities to suggest.

Allow the class a few minutes to look over the lesson in order to be ready to take their parts. Then with books open start upon the trip. It will proceed somewhat as follows:

The conductor (Business Manager) will punch the tickets as the train starts. Some boy in the "party" breaks in with the opening question. The "father" responds. Another points to the fruit trees, and "father" gives the information on Tell Aviva. The Geographer comes forward and reads paragraph two, page 56, the "party" responding, "I know," etc., whereupon the Geographer locates the plains, and the class proceeds at once to enter them upon the maps in the notebooks. "Ludd" is called, and the one previously assigned the story of Dorcas reads Acts 9. 36–43, while the train stops. The train goes on. "Ramleh" is called. The Mohammedan unrolls his rug and prays, provoking another question, and so on.

Whoever may be appointed to act as "father," it should be arranged that the story of Allenby should be taken up in its place by the *teacher*. He should become thoroughly familiar with it in advance and tell rather than read it. A picture of Allenby should be used if possible. There is an opportunity here to reach a fine appreciative climax before the trainman announces "Jerusalem!"

Read aloud the final sentence in the lesson and then join in singing, "O Mother, Dear Jerusalem," the words of which should have been previously written on the blackboard. Use a few minutes before closing the lesson for a discussion of Allenby's right to be termed the "Modern Crusader." Conclude by once more singing the "Song of the New Crusade" or "Onward, Christian Soldiers."

Activity: Part of the notebook work will have been done on the "train." A brief description of the trip should be entered, and the words of the hymn copied down if they are not already in the journal.

Call attention to the fact that there are Dorcas Societies all over the country whose aim is ministering to others. It is one of the ways of "telling" (see previous lesson). Encourage the class to think of definite ways of helping those in need. Is there a day nursery where toys can be sent? or a children's ward in a near-by hospital where scrapbooks would be welcomed? Follow up with an immediate plan of action any suggestion that is practicable for the class.

CHAPTER VIII

A WALK ON A CITY WALL

This lesson calls for the strenuous use of one's visualizing powers, and unless the teacher has himself walked about the Jerusalem wall in his imagination, picturing with the help of the map on page 67 the various places noted, he will not

be able to make the lesson vivid to his pupils. Not only should he become thoroughly familiar with the directions and locations, but the biblical associations with the various points should be clearly established in his mind. He should search for pictures of Jerusalem to help in building the total picture in his mind. (See Wilde, 184, 192, 196, 201, 202, 203, 204, 221, 234, 291, 292.) The Underwood set of stereographs on the Holy Land are invaluable here for both teacher and class.

References: Refer also to Paton's *Jerusalem in Bible Times*, and Thomson's *Southern Palestine and Jerusalem*. While the chapter is largely informational, the facts should be so vividly presented as to accomplish the following purpose:

Aim: To develop an appreciation of the significance of this ancient city, and of the reverence in which both Jews and Christians have held it all through the centuries.

Points of emphasis:

The ancient wall, its height, towers, gates.
The religious divisions of the city.
The hill of Zion and its associations.
Mount Moriah and its history.
The Mount of Olives, Bethany, Gethsemane.
The Church of the Holy Sepulcher.
The streets and buildings of Jerusalem.

Procedure: This is a difficult lesson to teach well because of the amount of equally important material in it. Put on the blackboard in advance a copy of the map of Jerusalem on page 67. It

need not be perfect, of course, but may serve as a guide in helping the pupils to study the maps in their own books. Divide the class into five equal groups. Have books open to page 67. Then, pointer in hand, following the map on the board and the book, trace Dick's trip on the wall, bringing out by question and comment the facts of interest. Make sure that the pupils locate on their own maps each place as it is mentioned. Have the Scripture references read as they come. Point out the roads to Bethlehem, Jaffa, Jericho, Bethany. Study the picture on page 71 and determine the direction in which it is taken. Note Dick's concluding descriptions in the last four paragraphs. Refer to the picture on page 239.

When all has been gone over as thoroughly and yet quickly as possible, assign to each group a section of Dick's walk, the four sides of the Jerusalem wall to the first four divisions, and the general description at the end to the fifth. Allow the groups to go into consultation as to what is the most interesting feature in their respective sections. The results should then be reported to the class as a whole for discussion. If there is time, a written vote could be taken as to the most interesting point in the entire city, with reasons presented.

Close the class hour with a few serious words on the place which Jerusalem held in the hearts of the Hebrew people, a loyalty akin to our patriotism, and yet different, because so rooted in and permeated with religious hope. Have the pupils look up and read aloud Psalms 122 and 137, and close by singing together, "O Mother Dear, Jerusalem."

Activity: Have each pupil head a page in his journal, "What I Saw From the Jerusalem Wall," and write his list under it.

One of the sights Dick may have seen from the wall is a home for Armenian children, known as the Schneller Orphanage. Old picture postcards with the addresses carefully pasted over, home-made valentines, Christmas or Easter cards, all would be welcome there depending upon the season. Packages should be addressed to Schneller Orphanage, Jerusalem, by way of the Near East Relief, New York city.

Assign the questions for the next lesson. Warn the "party" to be ready for a long ride. Suggest that pictures of Arabian ponies or of horses may be brought for pasting into the journals.

CHAPTER IX

WHERE ABRAHAM LIVED

To-day's lesson brings the party to the town chiefly associated with the first great patriarch in Hebrew history. Abraham risked hardship, loneliness, misfortune, and all the uncertainties of a strange land to follow the inner promptings of his heart, the voice of God, to free himself and his family from the weakening influences and spiritual restrictions of the land in which they lived. Like the Pilgrim Fathers of old, he sought freedom to follow God as he knew him. "By faith" he moved down into Palestine. As a result he founded a nation with a conception of God sufficiently true

to produce at last One through whom came the highest revelation of God the Father. It is a wonderfully interesting study for both teacher and pupil.

References: *Representative Men of the Bible,* Matheson; *Moral Leaders of Israel,* Willett.

Aim: To win the admiration of the pupil for those pioneers who ventured everything under God's leadership, and to strengthen the desire to trust his life fully to God's guidance.

Points of emphasis:
Dick's journey to Hebron.
The characteristics of modern Hebron.
Abraham's adventure of faith.
His altars of worship.
His generosity to Lot.
The successful establishment of his home.
His place of honor among the people.

Procedure: First read the chapter over together, taking turns. Then, starting again, trace Dick's journey from Jerusalem to Hebron. On a map of Assyria and Canaan follow Abraham's journey from Ur of the Chaldees to Hebron, locating Shechem and Bethel on the way. What led Abraham to take this trip? Did it require courage to make such a great change? What did he do when he stopped? Did that have anything to do with his courage? Do men start on great ventures to-day at God's command? Ask for instances. Recall Livingstone opening up Africa. Refer to Doctor Grenfell in Labrador, and to the coming of the

Pilgrims to America. Try to include in the illustrations some man or woman personally known to the pupils whose life has been a less conspicuous, but none the less real venture of faith—perhaps some doctor, minister, or lawyer who has won his education for service in the face of great difficulties. Call on some one to repeat the lines memorized in Lesson III.

What was the result of Abraham's venture? He won wealth, but that does not necessarily follow friendship with God. Help the class to see as the great result of his faith those rugged traits of character—his courage, justice, generosity—which grew through the years. Discuss "Which won him the respect and honor of his countrymen, his wealth or his character?" What did they call him? Do men's names stand for anything to-day? What does one think of when the name "Roosevelt" is mentioned? or "Frances Willard"? What special instance is given of Abraham's greatness? Ask one of the pupils to tell the story of Lot's departure. Is sacrifice for others an essential quality in true greatness? Discuss whether Abraham's venture of faith eventually brought blessing to all the earth. How? Lead the class to see what great issues may depend upon the fidelity of a single man to the highest that he knows.

Activity: A picture of a horse pasted in the journal makes a fitting heading for the report of this first trip from Jerusalem. A dotted line should be traced on the map of Palestine to show the journey to Hebron.

For the next lesson ask the Photographer and

others to look for pictures of caves. A Dragoman should now be chosen to see about the provisions for the next trip. If the day is warm and bright, the lesson could well be given out of doors, with a luncheon on the grass at the appropriate time.

CHAPTER X

ON JOSEPH'S TRAIL

However familiar the teacher may be with the Joseph story, he will not fail to find new richness and beauty in its unfolding as he goes over the Bible narrative thoroughly once again. This time he will read it particularly with its dramatic possibilities in mind, that he may be prepared intelligently to supplement and adopt the suggestions of the pupils as plans for dramatization are worked out together.

References: *Representative Men of the Bible*, Matheson; *Pageantry and Dramatics in Religious Education*, Meredith; *Play and Education*, Lee; *The Dramatization of Bible Stories*, Miller.

Aim: To make vivid the country of Joseph and his people; to present the fascinating story of Joseph with all the appeal that courage, generosity, and fidelity can make to the heart of the child.

Points of emphasis:
The caves and excavations on the road to Gaza.
The boy Joseph sold into Egypt.

The coming of the brothers for food and Joseph's strange treatment of them.

The bringing of Benjamin and the finding of the cup in his sack.

Joseph's revelation of himself to his brothers in forgiveness and love.

The coming of Jacob.

Procedure: As previously suggested, this lesson could well be given out of doors. At the beginning of the hour let the class imagine themselves actually taking the trip as far as Gaza. Have the first two pages reread silently. Then by questions bring out the points of interest along the way, answering Questions 2 and 3, studying the pictures that may have been brought in, and tracing the route on the map, page 60. At the appropriate place the "party" may partake of the hasty lunch, consisting of some one or more of the foods mentioned on page 82, to be arranged and passed by the Dragoman. The lesson thus far should not take more than ten minutes.

Let the teacher read aloud the second and third paragraphs on page 83. Then turn to the story of Joseph in the Bible. The following references in Genesis cover the material in the lesson, and may be assigned to individual pupils either for reading aloud or comment on their contents.

1. 37. 3–4.
2. 37. 5–11.
3. 37. 12–17.
4. 37. 18–28.
5. 37. 29–36.
6. 41. 37–49.
7. 41. 54—42. 12.
8. 42. 3–25.
9. 43. 1–15.
10. 43. 26—44. 13.
11. 44. 14–34.
12. 45. 1–15.
13. 45. 16—46. 7.

The teacher may begin reading in the textbook

Mr. Williams' version of the story, while the class checks each statement with the corresponding Bible reference. The briefer references may be read aloud, and the longer ones merely reported unless the teacher wishes them read. The teacher will have indicated in his textbook the places in the story where references should be given. It may be noted that three chapters in the Bible narrative are omitted. The teacher may sketch briefly the main facts in these chapters, the imprisonment and the interpretation of Pharaoh's dreams.

When the reading is finished allow the class to choose one of the dramatic incidents of the story, and call for volunteers for immediate dramatization. Choose the characters from the volunteers and give the entire class a few moments to reread the incident as given in the Bible. Then allow the players to work it out in their own way. Practically no properties are needed for such spontaneous dramatization, especially if carried on out of doors.

This first attempt at dramatic interpretation may be very admittedly imperfect to pupils as well as teacher. Allow the class to give suggestions as to how it could be bettered. If, spurred on by a taste of story acting, they wish to try it again, allow the same pupils to work over the same incident, and present it again at the opening of the next period with the addition of such properties as they can improvise. Encourage each one to work out his own part with as much Bible diction as possible.

Activity: There will be little time for notebook work. A brief description of the trip should be

entered before the next session, and the route to Gaza traced in red ink on the notebook map. Pictures of a camel and a railroad train side by side would make fitting illustrative material.

The serious acting out of these scenes should, without discussion, make its impress upon the pupil, giving an appreciation of the meaning of God's care and the value of the forgiving spirit.

For the next lesson ask the pupils to search for information concerning excavations in Egypt. Suggest that they look up "Tutanhkamen" in the 1922–23 periodical literature at the library. A good librarian will be glad to help them in their search.

CHAPTER XI

WHERE THE ISRAELITES BECAME SLAVES

CENTURIES have intervened between the story of this lesson and the one preceding. The descendants of Jacob have multiplied to hundreds of thousands. Traveling in modern fashion, Dick passes through the scenes of their struggles and of their exodus from the country. Glimpses of life in the Egypt of to-day, and interesting points in modern history are also given, but above all else in the lesson stands out a man whom God called forth to deliver his people from bondage in ancient Egypt.

References: *Moral Leaders of Israel*, Willett; *Representative Men of the Bible*, Matheson; *Archæol-*

ogy and the Bible. Barton: *The Bible and the Spade,* Peters.

Aim: With these facts in mind the threefold aim of this chapter is apparent: (1) To enable the pupil to get a vivid picture of the Exodus story and its setting; (2) to develop an understanding that God cares for his people, that he calls them individually to a definite work, prepares them for it, and stands by them in it if they follow his guidance; (3) to awaken a desire in the heart of each pupil to put himself under God's guidance.

Points of emphasis:
Interesting scenes on the route to Cairo.
The present importance of the Suez Canal.
Excavations in Egypt.
Moses, saved for leadership.
Moses, called to lead out his people.
The final deliverance of the Israelites.

Procedure: Previous to the regular lesson will come the dramatization of one or two scenes from the story of Joseph, if it was so ordered at the last period. This should not take more than fifteen minutes.

Open the discussion of Chapter XI with a sketch of the last part of the preceding chapter to make the connection clear. Then call for reports concerning the excavations in Egypt. The recent opening of the tomb of Tutanhkamen, so thoroughly commented on in the periodicals of 1922–23, affords most interesting details of Egyptian life at this period. What is archæology? Of what value are

excavations to the world? Try to picture the adventure of turning up with a spade implements used thousands of years ago, of finding tablets of stone and papyri telling in strange hieroglyphics facts that change the written histories of the world. Not only have the excavations increased our knowledge of the development of mankind, and corrected our histories, but they have corroborated and made clear many parts of the Bible. Have the class locate Pithom and Goshen on the map opposite page 107.

Ask a pupil to give the story of Moses to the time of his calling. Then have the class open their Bibles to Exodus, chapter 3 to 4. 17. Choose two pupils who read with good interpretation. Ask one to read the words of Moses, the other the words of Jehovah, and the remainder of the class to read the narrative parts. Encourage them to go through this call of Moses with all the dramatic interest they can give to it.

Let the teacher follow with a brief description of the plagues and Pharaoh's vacillation. Call upon another pupil to tell of the final escape of the Israelites under Moses. Locate Lake Timsah. Have all of the class turn to Exodus 15 while some one reads aloud the Israelites' song of triumph.

Follow this with an earnest discussion of Question 6. Are leaders who will follow God's guidance needed in these days? What is the best preparation for leadership in the future? Strive to send each pupil out with a desire to follow the right promptings of his heart each day, that he may be able to recognize God's voice in the larger calls later on.

Activity: The journal: Have the pupil head one of the pages "Interesting Sights on the Way Into Egypt," and list below it whatever he finds in the chapter, describing the people and the country. He should also put down the facts under Questions 1 and 4.

Ask the pupils to bring to the next session all the information they can gather concerning Egypt, its people, its buildings, monuments, produce, industry, climate, and the peculiarity of the Nile River. Ask that each bring at least one picture to paste in his journal.

CHAPTER XII

STRANGE SIGHTS IN OLD EGYPT

THIS is largely an information lesson. If the pupils use their powers of investigation, they will bring to the class a wealth of interesting stories and facts about Egypt. Every member should have a chance to contribute some item. It will take skill to place the emphasis wisely and to save time to develop at the close the final thought of the lasting influence of a good life.

References: Consult a Baedeker's guidebook or an encyclopædia on Cairo; use sources on archæology mentioned in previous lesson; turn to periodical literature of 1922–23 for information regarding Tutanhkamen. Kingsley's story *Hypatia* should be read if possible by the teacher during these lessons on Egypt.

Aim: To fasten interest in the home of ancient Israel by side lights on modern life in Egypt, its education, its antiquities, and its Christian missions. To emphasize the value of Christian missions and to develop the thought that wood and stone may perish but the influence of a great life lasts on.

Points of emphasis:

Street scenes in the Muski.

Education in a Mohammedan university.

The contrast found in the Christian school.

The value of the Nile Press.

The remains of the Pharaoh who oppressed the Hebrews.

The gigantic tombs of the kings.

Monuments that are greater than stone.

Procedure: Open the lesson with reports upon Egypt. Use a map, locating Egypt's principal cities, and discussing the importance of the Nile River. Then turn to Chapter XII to read again what Dick found of interest. Go over the lesson together, reading aloud a paragraph around, in the old way. Allow comment and question as the reading progresses. Speak again of excavations and their findings. Follow the reading with a discussion of Dick's final question. The Egyptians put forth tremendous effort to make "footprints on the sands of time," and their monuments battled against the material sands of the desert. But did they succeed? Which made the more lasting impression upon the world, Ramses II with his riches, or the Hebrew people whom he oppressed? Why? Which bring more lasting benefit to the

world, the museums or the missionary schools and the press of Cairo? What modern men have left monuments of influence greater than the pyramids? Whose Life has lasted through the centuries as the hope and the help of all men? This discussion may lead naturally to a word of petition for help in building lives of lasting good.

Activity: The time remaining may be spent, if desired, in a brief question-and-answer contest on the lesson. Divide the class into two teams. Pass out two sets of slips, one with questions on the lesson, each question numbered, the other set with the answers to the questions, but without numbers. One set goes to each side. The side holding the questions opens the game, the other side tries to match the questions with the appropriate answers (individually, not by consultation). An inappropriate answer constitutes a failure. When the questions are exhausted, a second list may be passed out with the sides reversed, the former questioners now holding the answers.

Journal: Paste in pictures. Answer Questions 3 and 4. Make another list, this time under the heading "Interesting Sights in Cairo."

Ask the pupils to relearn the Ten Commandments for the next time (Exodus 20. 1–17). Suggest that they bring pictures of airplanes to illustrate the lesson in their journals.

Request the Geographer and Business Manager, or any other two desired, to be ready to conduct the airplane trip, using the map, and telling the Bible story. They may choose others to share the story-telling with them.

CHAPTER XIII

THREE HOURS OR FORTY YEARS

THIS lesson covers the entire period of the wilderness wanderings, laying particular stress upon the commandments and the charge of Moses to Joshua. The teacher should familiarize himself with the history of this period, noting carefully the difference between the traditional route of the Israelites and the one which modern study assumes as most probable. Consult *Heroes and Crises of Early Hebrew History*, Kent (Historical Bible), or any good commentary on Exodus. Reference to the Manuals of the Boy Scouts, Girl Scouts, and Camp Fire Girls will be of help in developing the latter part of the lesson.

Aim: To give a glimpse of Alexandria and show its Biblical associations. To enable the pupil with his Bible to follow the desert wanderings in a realistic, if unique, fashion. To show that certain rules of living were found necessary to the welfare of God's people in those days, and that all those who live among others need to set certain rules for the good of themselves and the happiness of their associates. To strengthen the desire to live according to the best rules of life and thus to follow God's leading, whatever the difficulties and handicaps may be.

Points of emphasis:
Sights in Alexandria.
The Septuagint Version.
Landmarks in Egypt from an airplane.
The route of the escaping Hebrews.

The Ten Commandments given by Moses.
The story of the spies.
Moses' charge to Joshua.

Procedure: Have the class read the lesson over silently. Open the discussion by calling for volunteers to locate Alexandria and to tell the points of interest Dick found there. Ask the class to name again the versions of the Bible which they have learned. From what languages were they translated? Have the pupils count back the number of centuries from the first English Bible to the first translation of the Old Testament into Greek? What was the latter translation called?

The "party" may now proceed to take Dick's trip in the airplane. They must forget that the propellers are noisy, and proceed as in a sight-seeing bus. One pupil will stand before a map of the Wilderness Wanderings, or a modern map showing Egypt and Palestine, and locate the points of interest as they are mentioned. The "Conductor," or Business Manager, will tell the sights which Dick saw, connecting them with the Bible story, or calling upon certain pupils, previously designated, to fit in the proper sections of the narrative. Allow the rest of the "party" to keep their "guide-books" open and to supply any details that may be omitted.

When the "party" has at last landed safely, the remainder of the time should be occupied by a brief review of the Commandments and a discussion of their purpose. What simple rules of daily living would we wish to add to them to make us healthy and useful companions at home, at school, and at play? List a few rules for general health for home,

for school, for play, and have the class decide on the two most important ones in each group. Call attention to one more command in the lesson, the charge of Moses to Joshua. Joshua, they will recall, was one of the two spies who had shown courage, and was therefore permitted to enter the promised land. Lead the class to accept this rule also for themselves. They may wish to choose it as their motto and to use it as the closing verse to be repeated together after each lesson.

Activity: Journal: Have each pupil head a page with the words "To be Strong." Under it he may write the Ten Commandments, and the eight rules chosen by the class; also the charge to Joshua. Paste in pictures of airplanes and briefly tell of the trip.

For the next lesson ask the Dragoman to be prepared to take the part of Arab guide, appearing in native costume if possible. If thought wise, a light lunch may be provided. A cheese sandwich of brown bread and a slice of orange apiece would be sufficient. This is a good opportunity for another out-of-door lesson. The Business Manager may suggest that very light clothes be worn in anticipation of hot weather. Give as a personal assignment to one pupil the story of the good Samaritan.

TEACHER'S MANUAL

CHAPTER XIV

TWO STRANGE SWIMMING PLACES

In preparing this lesson the teacher will be richly repaid by a careful study of the descriptions in Smith's *Historical Geography of the Holy Land.*

Aim: To-day's chapter is so rich in material that its main purpose may easily be lost sight of in some particular emphasis. It aims to bring out certain remarkable physical features in Palestine, and to develop an appreciation of the sacred associations that cluster about the Jordan River Valley. It should also take up the thread of Old Testament narrative that is running through this group of lessons, rounding out the story of the Wilderness Wanderings with the safe arrival of the Israelites in the promised land, and leaving the thought that God has fulfilled his promises to his people.

Points of emphasis:

The Samaritan on the Jericho road.

The wilderness of John the Baptist's preaching and of Jesus' temptation.

The strange Jordan Valley and the Dead Sea.

The swift, downward course of the Jordan.

The place of Jesus' baptism.

The three Jerichos.

The entrance of the Israelites into Palestine.

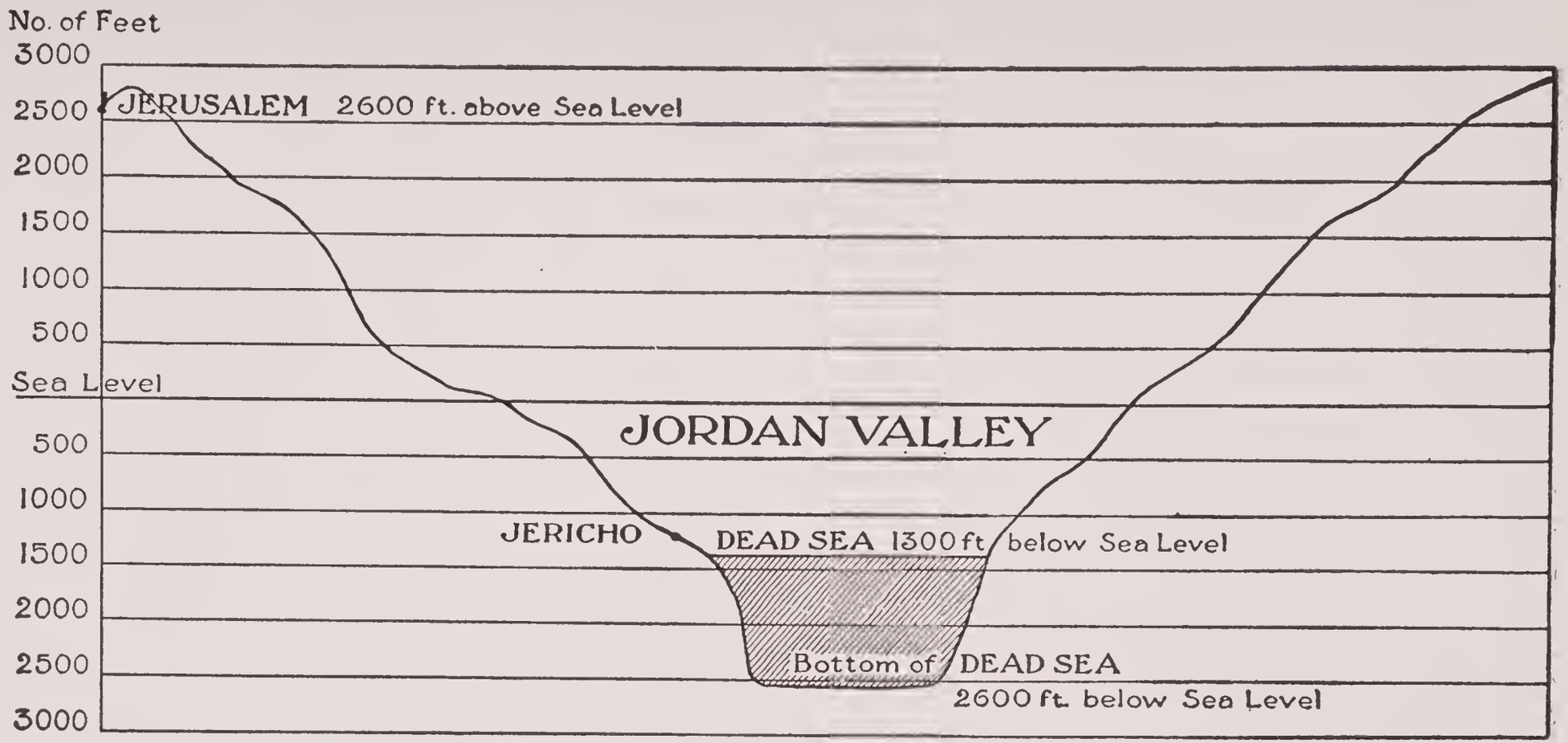
Procedure: Open the lesson with the story of the good Samaritan told by the pupil to whom it was assigned. Let the Arab guide now make his

appearance, in costume if possible, and proceed to guide the "party" to the Jordan River, calling attention to the physical features of the wilderness and the Jordan Valley. At appropriate places he may call for members of the "party" to read references (John the Baptist, Matthew 3. 1–6; the temptation of Jesus, Matthew 4. 1–11), and ask the Geographer to point out the places mentioned. His presentation will close with their arrival at the banks of the Jordan, and the light lunch, if such has been provided.

The teacher, as "Mr. Williams," will now take up the story and proceed to put upon the board a diagram showing the cleft of the Jordan Valley, giving the facts as presented in the lesson. Call for the reading of John 1. 28, 29. Proceed to the location and description of the three Jerichos, and close the session with a vivid story of the fall of Jericho and the final entrance of the Israelites into the land which God had promised them. Before parting have the class stand with hands joined, forming a circle, and repeat together the charge to Joshua.

Activity: Journal: Briefly describe the trip to the Jordan Valley. Copy from the board the diagram showing the cleft of the Jordan Valley. Mark Jericho upon the notebook map. If the guide has succeeded in costuming himself well, the Photographer may be interested in taking his picture, from which negative each pupil can secure a print for his journal.

This lesson marks the end of the second group. Notebooks should be handed in for inspection.



The CLEFT of the JORDAN VALLEY and the DEAD SEA

Personal assistance should be given to those who have found difficulty in keeping the journals up to date. Help the class to "start even" on the next group. The Business Manager should have prepared by the next session tickets for eight more lessons.

CHAPTER XV

TENT DWELLERS

In the next eight chapters the main thread of the Bible narrative is still in the Old Testament. There are no extended trips as in the preceding groups of lessons, but each point visited is associated with some important person or event in Hebrew history after the entrance into the promised land and before the birth of Jesus. With these lessons the distinctively Old Testament material is completed.

References: *Founders and Rulers of United Israel*, Kent (Historical Bible); *The Geography of Bible Lands*, Crosby; *Hebrew Life and Times*, Hunting; *The Peasantry of Palestine*, Grant; *Historical Geography of the Holy Land*, Smith; *Representative Men of the Bible*, Matheson; *The Prophets of Israel*, Willett; *The Dramatization of Bible Stories*, Miller; *Bible Dictionary*, Hastings.

Aim: The purpose of this chapter is to acquaint the pupil with certain groups of people in Palestine to-day, and with this background to enable him to visualize the story of Gideon and the period of

the Judges. It aims also to show God helping, against great odds, the one who answers the call to service, and should stimulate the desire to be the sort of "stuff" from which Gideons are made.

Points of emphasis:
The three classes of people in Palestine.
The visit to the Bedouin tent.
Gideon's call.
His selection of a brave army.
His strange method of attack.
The reason for "Judges."

Procedure: After making the proper connection with the previous lesson, read this chapter aloud, calling for the Bible references from the pupils. After the reading discuss Questions 1 and 2. Call upon a pupil to tell the story of Gideon's call, and a second to describe the choosing of his army and his conquest of the Midianites. How does one account for this transformation of a young farmer into a shrewd and fearless captain? Judging from the size of the armies would one expect Gideon to defeat the Midianites? Will God give us strength in hard times of testing? Do such times ever come to us? Call for volunteers to take the parts of Gideon and the stranger, and have a spontaneous dramatization of Gideon's call.

Activity: The Business Manager will have in readiness the tickets for the next eight "excursions" to be given out to the class. Notebooks should be returned with opportunity for brief comment and questions.

Ask the pupils to turn to their Bibles and their textbooks and note the books of the Bible they have been following so far in their lessons. Have each one head a blank page, or two opposite pages in his journal, "Bible Readings in Palestine," and under it make three columns, one for the chapter number, second the name of the book of the Bible, and third a key-word, or descriptive title, suggesting the content of the reference. There are a number of references in the textbook which are not noted at the foot of the page. Ask the pupils to see how many references (including footnotes) they can locate and list in their journals before the next session.

CHAPTER XVI

THE HOME OF SAUL

THE teacher should not enter upon this lesson without having carefully read over again the story of Saul's life both in the Bible and in some outside source. (For "References," see Chapter XV.) He should also have in hand his own list of Bible references drawn from the previous lessons by which he may check the lists made by the pupils in their journals. (See assignment, Lesson XV.)

Aim: The purpose of this chapter is to give further glimpses of the physical aspects of Palestine, and of the life of the women of the country; also to show that a man in high position may be dragged

down by jealousy, but a true friend forgets his own interest in helping another; and to foster the desire to be a true friend and one worthy of positions of trust.

Points of emphasis:
The climate of Palestine.
Facts regarding the women of Palestine.
The anointing of Saul.
His reign at Gibeah.
His jealousy of David.
David's escape with Jonathan's aid.
The death of Saul and Jonathan.

Procedure: The class will open with a rapid-fire report of the total number of Bible references discovered in the lessons so far and the number of books of the Bible from which they have been taken. As each book is first mentioned list it on the board, putting a mark after it for each reference reported. The aim here is not so much to learn references as to give the pupils some realization of how widely they have been using their Bibles and how the main thread of Old-Testament narrative follows through the first few books.

Open the lesson of the day with a discussion of the climatic conditions in Palestine, recalling the heat of the Jordan Valley, and the arid conditions of the dry season. What months would one best choose for travel in Palestine?

Most of the pupils have taken hikes. What gave them greatest pleasure, the incidents along the way or the thought of the goal in view? What did Dick learn in the course of his walk? What

was his goal? Ask the class to locate Gibeah on the map on page 60.

Quickly assign the Bible references given below for silent reading in preparation for telling the story they contain. Those not receiving assignment may read over the story in the textbook. After a brief interval of study call for the references in the order given.

1. 1 Samuel 9. 1–10.
2. 1 Samuel 9. 15—10. 1, 9.
3. 1 Samuel 11.
4. 1 Samuel 16. 1–13.
5. 1 Samuel 17. 40–51.
6. 1 Samuel 18. 1–5.
7. 1 Samuel 18. 6–9, 27–29.
8. 1 Samuel 20. 17–42.
9. 1 Samuel 31. 1–6.

Following the stories draw from the pupils a comparison of the characteristics of Saul, David, and Jonathan. Remind the class that Jonathan's assistance to David meant that he himself would never become king. Did he have cause for jealousy? Jealousy was Saul's undoing. He is remembered, not for his valor, but for his weakness, while Jonathan has come down through the years loved and admired for his unselfish loyalty.

Activity: Should there be time enough left, divide the class into two sections as for charades, and allow each section to act quickly in pantomime one of the incidents in the text or the Bible story, allowing the opposite side to guess.

Journal: Have the pupils enter Ramah and Shiloh on the maps in their notebooks, and also write answers to Questions 1 and 4.

It was the love in the heart of Jonathan which shut out the possibility of the jealousy which embittered Saul. Love grows with expression. Encour-

age the pupils to look for those things which they can love and admire in their comrades, and to give frequent expression to their appreciation of the fine qualities and achievements of others. The cultivation of the high art of seeing the good in others will crowd selfishness and jealousy to the wall.

CHAPTER XVII

WHERE RUTH GLEANED IN THE FIELDS

THIS is the one lesson in the course in which a woman is the central figure. It is, therefore, of importance that the beauty of Ruth's character and full measure of her loyalty be made to stand forth clearly. Especially for the boy of ten, in whose estimation girls do not usually stand very high, it is most wholesome to turn the attention for the time to a fine type of womanhood, bearing the marks of the heroic loyalty which he is coming to admire in men.

References: *Representative Women of the Bible*, Matheson; *The Dramatization of Bible Stories*, Miller.

Aim: To visit with the class the fields of Bethlehem and so to present the story of Ruth in its local setting that she will walk before them and they will almost hear her voice; to win admiration for Ruth's qualities of courage and loving fidelity to Naomi, and so to encourage more sympathetic

and loving family relations, and an especially tender regard for older persons.

Points of emphasis:

Interesting observations on the hike to Bethlehem.

Ruth's devotion to Naomi and their return to Bethlehem.

Ruth helping to care for Naomi by gleaning in the fields.

Winning the attention and respect of Boaz.

The marriage of Boaz and Ruth, and the birth of Obed, grandfather of David.

Procedure: The lesson may be opened by having the Geographer trace the hike to Bethlehem, pointing out places mentioned in the text. Then ask the class to turn to their Bibles and read aloud the entire story of Ruth, one paragraph to a pupil. The teacher will then sketch as vividly as possible the circumstances of Ruth's departure from Moab, showing what a crisis this was in Ruth's life. It is not clear to the average junior, with his love of adventure, that such a journey entailed any sacrifice. He needs to understand that the yawning cleft of the Jordan Valley and the Dead Sea was as great a dividing line as the Atlantic Ocean is to-day—even greater; that Ruth gave up prospects of a comfortable home life, and possible riches, for a life of poverty among strangers; also, that the surrender of her own religion for the worship of Jehovah, saying, "Thy God shall be my God," was a momentous break with the life of her own people. Note in this connection that not only did Ruth show a wonderful loyalty to the mother

of her deceased husband, but also Naomi herself must have been in her life a beautiful witness of the power of faith in the true God, to lead Ruth to adopt voluntarily this new religion. Note also that the name "Naomi" means "pleasant," while "Mara," the name which Naomi suggests, means "bitter."

Follow this with a call for volunteers for a spontaneous dramatization of Naomi's return to Bethlehem. The characters will be girls except for such boys as may be included in the company who receive them at Bethlehem. The enacting of the two simple scenes, the departure from Moab and the arrival at Bethlehem, may serve to impress upon the pupils the quality of Ruth's devotion in Naomi's time of grief.

Following the dramatization discuss briefly Question 2. Turn to 1 Corinthians 13 (American Standard Version) and read it aloud. Did Ruth have this "greatest thing in the world"? It led her to give up everything for the sake of Naomi. If we let it control our lives how will it affect what we do? Will it make our relations to those in our own families more tender and helpful?

Ruth was young and could claim the right to live her own life independent of Naomi, whose life was almost lived out, but love made her forget her own claim, and to give herself in comfort and help to the older woman.

Activity: The last thought suggested above may lead to a discussion of how boys and girls can lend their young strength in making the work of the home less burdensome and more joyous for the other members of the family, and also how they may reach out in love and cheer to aged and afflicted

persons. Are there shut-ins in the town to whom attention can be paid? Is there an Old People's Home nearby where dainties can be sent or where a young person would be welcomed to read aloud or sing? Send the class out to hunt for such opportunities and report at the next session. Do not fail to follow up reports where possible by definite action on the part of the class or of individual members.

Journal: Ask the class to write briefly the story of Ruth, and to answer Questions 4 and 6. Moab and Bethlehem should both be entered on the map.

CHAPTER XVIII

WHERE A SHEPHERD BOY WAS ANOINTED KING

This lesson calls for most careful planning in advance with a definite time schedule, owing to the large amount of material to be gone over. The first two sections are of value, but it is the last one which should leave the most lasting impression. David is naturally a hero for this age group. From this lesson the pupils should see him stand forth clearly as one whose leadership was due to the goodness of his life, and his faith in Jehovah.

References: *Moral Leadership of Israel,* Willett; *Representative Men of the Bible,* Matheson.

Aim: To give reality to the events of history connected with Bethlehem, and to stir the mind and heart with its associations with three great

characters. To make the personality of David in particular grip the imaginations of the pupils and strengthen the determination to live the kind of a life in boyhood and girlhood that shall prepare for a strong and worthy manhood and womanhood.

Points of emphasis:

The market place at Bethlehem.
Dick's experience in a Syrian home.
The visit to the Church of the Nativity.
The anointing of David, the youngest son.
David's loyalty to Saul, even as an enemy.
David as king.
David as poet and musician.

Procedure: This lesson naturally divides itself into three parts. First, the street scenes and Dick's dream on the housetop; second, the visit to the Church of the Nativity; and third, the stories of David. The last contains the main Bible material.

The interesting points of the first part may be brought out by question and answer. Dick's dream is based on 1 Samuel 17. 34, 35. Have some one read these verses and tell under what circumstances they were spoken. It was not mere accident that David had the courage and the skill to slay Goliath. He had been practicing with wild beasts out on the lonely hillside as he did his daily work.

Let some one tell Dick's experience in the Church of the Nativity. Why was he constrained to kneel? Are there times when God seems to call us to worship? Can a lovely story, a beautiful picture, or sweet music do that for us? What about the church service when we follow it sincerely?

Before proceeding to the third section ask one or two review questions about Ruth and about Saul, to make the necessary connection. Also use Mr. Williams' statement at the bottom of page 149 to make the transition from the previous section. Then develop the story of David from the Bible by assigning the following references for reading aloud:

1 Samuel 16. 1–13—The anointing of David.
1 Samuel 17. 17–49—David and the giant.
1 Samuel 22. 1, 2—David at Adullam.
1 Samuel 26. 2–25—David spares Saul's life.
2 Samuel 5. 1–5; 8. 13, 14—David as king.

By comment and question as the Bible reading progresses, build up before the pupils the picture of a fearless and pure-hearted lad gaining the love of the people, and finally becoming their great leader by the very strength of his goodness and his faith in Jehovah. Ask the class to commit to memory 1 Samuel 16. 7b.

Activity: Journal: Have the pupil copy the memory verse as the heading to the lesson, and under it tell briefly the incident in David's life which most appeals to him, giving reasons for his preference. Enter on the map of Palestine the Vale of Elah (see map, p. 60).

Receive and act on reports concerning opportunities to help shut-ins and aged persons.

Ask each one to answer roll call at the next lesson with one of Solomon's proverbs.

CHAPTER XIX

A WONDERFUL ROCK

THE thought of worship was touched upon in the preceding chapter. A study of the site of the Temple at Jerusalem opens the subject again and gives large opportunity through a sympathetic interpretation of Jewish worship to turn the attention to the value and importance of Christian worship in our churches. Jesus did not become acquainted with the Temple until he was twelve years of age because he was too far away. But the majority of boys and girls in America may find a house of worship near at hand. Jesus sought the Temple with eagerness and forgot to start home in the earnestness of his search for knowledge. May we not seek God's house with the same eagerness? Then we shall surely come to know him better through joining with others in worshiping him there.

References: *Jerusalem in Bible Times*, Paton; *Training the Devotional Life*, Weigle and Tweedy.

Aim: This lesson affords opportunity to develop an appreciation of the grandeur of the ancient Jewish Temple worship, and a sympathetic respect for the loyalty of these people to their religious customs. Above all, it should lead the pupil to a deeper reverence for his own church and a more personal participation in its services of worship.

Points of emphasis:

1. The history of the rock of sacrifice.

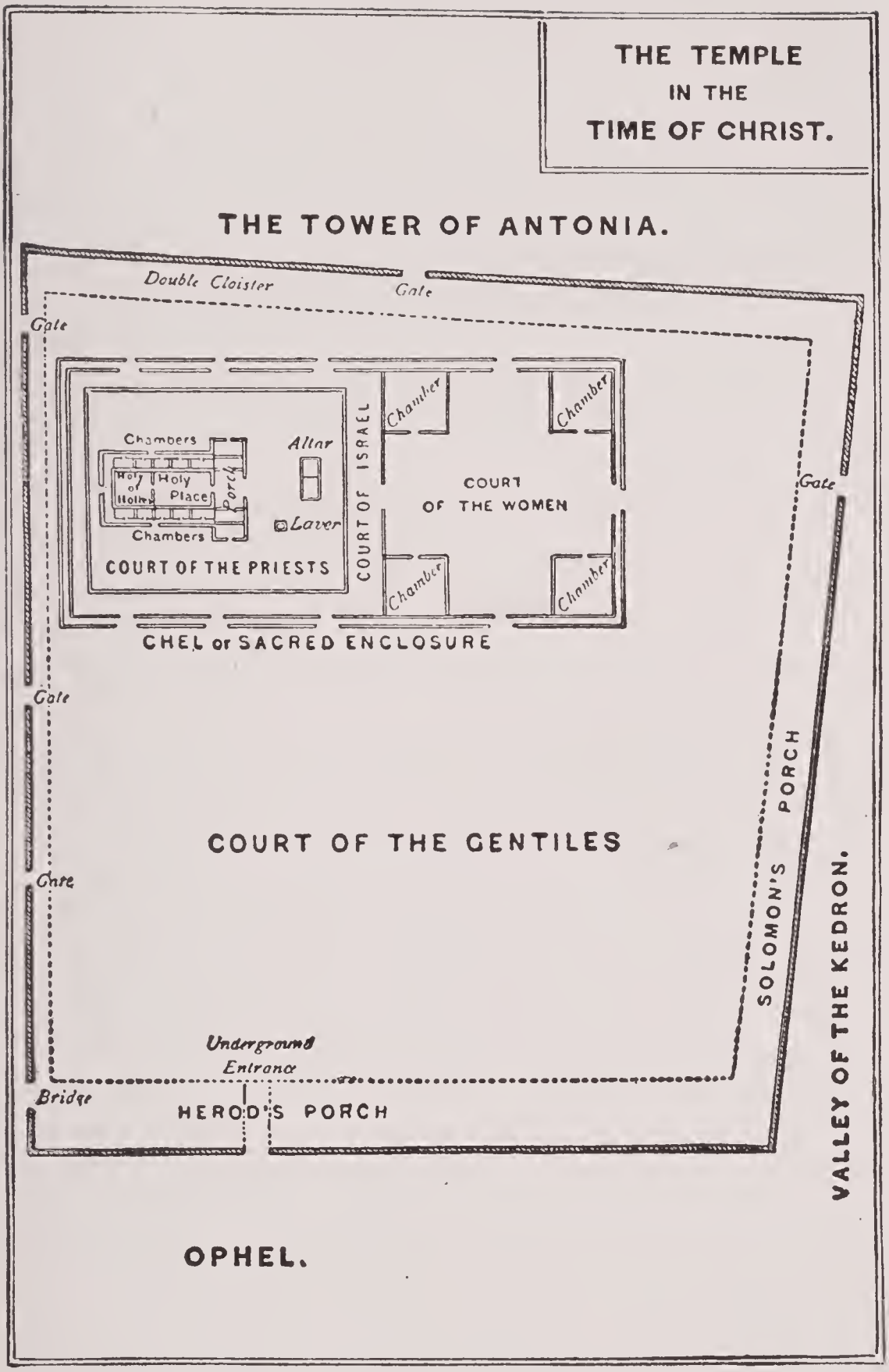
2. The building of the first Temple.
3. Solomon, wise man and writer.
4. The three temples.
5. The boy Jesus in the Temple.
6. The love of the Jews for their place of worship.

Procedure: Roll call will be answered with proverbs from Solomon, as previously assigned. Introduce the lesson with a few questions regarding our churches and their services. Discuss which parts of the church service inspire the most reverence, what songs help one to this attitude, the value of personal participation in developing the spirit of worship, and so on. Then consider the differences and similarities between the ancient Jewish and the present Christian worship, such as the custom of sacrifice, the one central place of worship as contrasted with our many churches. Do not dwell long upon this discussion, but pass on to the description of the Hebrew Temple, prefacing it with Dick's picture of the building which now stands upon the Temple Area.

Develop the lesson according to the "Points of Emphasis." Let the pupils verify Dick's statement about the first temple by reading 1 Kings 4. 29–34; 5. 8, 9 and 6. 7. In discussing Solomon call for the reading of Proverbs 3. 1–6. Put on the blackboard a plan of Herod's Temple, showing the three courts, the altar, and the Holy of Holies.

In connection with the sixth point of emphasis, study the picture on page 159. At the close of the lesson pass out copies of Hofmann's "Christ Among the Doctors" (Brown 92).

Activity: Journal: Paste in the picture of "Christ


THE TEMPLE
IN THE
TIME OF CHRIST.
THE TOWER OF ANTONIA.
Double Cloister
Gate
Gate
Chambers
Holy of Holies
Holy Place
Porch
Chambers
Altar
Laver
COURT OF THE PRIESTS
COURT OF ISRAEL
Chamber
Chamber
COURT OF THE WOMEN
Chamber
Chamber
CHEL or SACRED ENCLOSURE
Gate
Gate
Gate
COURT OF THE GENTILES
SOLOMON'S PORCH
VALLEY OF THE KEDRON.
Underground Entrance
Bridge
HEROD'S PORCH
OPHEL.

Among the Doctors." Copy from the board the diagram of the Temple. Write the answers to Questions 1, 2 and 5. Copy down and commit to memory Psalms 24. 3–4 or Proverbs 3. 1–6.

Ask the pupils to take paper and pencil to church the next Sunday and note down the points of the service which they most enjoyed.

The Geographer should be prepared for the next session with a wall map of Palestine in the time of Jesus, or with an outline map on the board showing Judæa, Samaria, Shechem, and the road from Jerusalem.

CHAPTER XX

THE COUNTRY OF THE SAMARITANS

AGAIN in this lesson we are embarrassed with a wealth of material, for we come in our travels to another of the places most rich in biblical associations. While, as previously stated, history is not of particular importance at this age, yet some attempt should be made to keep the line of sequence clear in order that the pupil may understand the reasons for the animosity of the Jews toward the Samaritans, and the lessons to be drawn from Jesus' attitude. There is also much in the lesson to help complete the picture of peasant life in Palestine, and new points in the physical geography of the country.

References: *The Samaritans*, Montgomery; *The Peasantry of Palestine*, Grant; Smith's *Historical*

Geography; The Missionary Education of Juniors, Hutton.

Aim: The purpose of the lesson is threefold: (1) To give to the pupil a picture of peasant life and the physical features of Samaria; (2) to lead his thought of worship a step further, showing true worship as dependent upon the inner desire to pray, rather than upon temple or church; and (3) to develop an attitude of generous friendliness toward all those of other nationalities.

Points of emphasis:

1. The visit to the peasant's hut.
2. Jesus' teaching about worship at the Well of Samaria.
3. The sacred associations of the Samaritan country.
4. The reason for the Jews' dislike of the Samaritans.
5. Jesus' attitude toward the Samaritans.

Procedure: If a Sunday has intervened since the last lesson, this hour will be opened with a report on the notes made in the church service (see previous assignment). If not, these reports must be heard without fail at the next session. The notes of the pupils may precipitate some interesting comments. But even without them the lesson may be introduced with a review question regarding Jewish worship. Then ask what guidance Jesus gave about true worship. Where was he when he gave it?

Before going further with the story ask the

Geographer to point out on the map Judæa, Samaria, and the road from Jerusalem. Let some one tell how Dick happened to be at the well of Samaria, giving a description of the peasant hut he visited. Briefly touch upon Question 2.

Now take up the story of the woman of Samaria. What else was Jesus teaching besides the lesson on worship? Why were the disciples astonished? Locate the two important mountains with Shechem between. What four good reasons did the Samaritans have for holding this region sacred? Try to make clear what happened during the captivity in Babylon. Is something like that happening in certain towns in the United States where foreigners are settling in large numbers? Discuss the attitude of some persons toward those who are different from themselves. Consider Question 4. Did Jesus, as a Jew, assume superiority over the Samaritan? What did he show about these people in the story of the good Samaritan? Encourage comment about the fine qualities of playmates or acquaintances of other nationalities, or of foreign-born parentage.

Activity: Journal: On the map of Palestine enter Judæa, Samaria, Shechem, and the route from Jerusalem (map, page 60). Write the answer to Question 7. Also note down the number of foreigners or those of foreign parentage known to the pupil, and name the nationality.

Dick planned for good times with Tony. Ask the pupils in the coming days to watch for (1) the good traits and abilities of foreigners they know, and (2) for opportunities to be friendly.

CHAPTER XXI

A LITTLE GROUP OF FAITHFUL PEOPLE

THESE two lessons on the Samaritans provide one of the chief opportunities to develop the thought of world brotherhood, and the missionary spirit of helpfulness and good will toward all the members of the world family. They should not fail to lead into concrete expressions of friendliness and service. Use as references for outside reading by the children: *Giovanni*, by Ferris; *Stories of Brotherhood*, by Hunting; *Everyland* (a children's missionary periodical found in many public libraries). For the teacher, use references given in the previous lesson.

Aim: To picture the life in a leading town of modern Palestine; to make the pupils acquainted with the Samaritans, their ancient Bible, and their Passover festival which offers so strong a proof of the genuineness of the Old Testament; to win an appreciation of the noble picture of unswerving devotion to one's religion, in the loyalty of the modern Samaritans to their faith in spite of all the hatred and persecution of the centuries.

Points of emphasis:

The description of Nablus.

The visit to the Samaritan synagogue.

The Samaritan Passover on Mount Gerizim.

Native customs as shown by the dinner in the merchant's home.

The contrast between the merchant's life and that of the Samaritans.

Procedure: Open the lesson with a brief map drill locating the towns and villages already visited. The pupils should consult the handmade maps of Palestine in their notebooks to see if the important towns have been put in.

With the help of the class review the important points about the ancient town of Shechem and the surrounding country. Recall the reason for the ill feeling between Jews and Samaritans. Draw from the pupils a description of modern Shechem, or Nablus, and the attitude of the people toward the Samaritans. Call upon one pupil to describe the visit to the synagogue, answering Question 2. Ask another to tell of the visit to Mount Gerizim and the Samaritan Passover. Emphasize the steadfast loyalty of this remnant of a people to their ancient beliefs and customs even in the face of serious deprivation. Draw the final picture of the dinner in the merchant's home with all the richness of color and detail possible. Strive both to bring out the interesting customs described and to present the contrast with the barren life of the poverty-stricken Samaritans.

Round out the lesson with a discussion of what things are worth while suffering for. What is the greater test of courage, a sudden emergency or long endurance for what one believes is right? Thousands have come to the United States from other countries ready to undergo hardship in order to realize certain ideals of freedom and equal opportunities to work and gain an education. Do they always find sympathy and help? Do we in America sometimes add to their hardships? How? Which kind of courage do they have? How can we make their way easier?

Activity: Journal: Answer Questions 2 and 4. Write a letter telling as fully as possible about the Samaritans.

Ask the class to find out if they can the names of the major and minor prophets and to bring the list to the next session; also to be prepared to recite from memory the books of the Old Testament. Assign to one pupil the story of Elijah and the prophets of Baal.

CHAPTER XXII

SPEAKERS FOR GOD

THIS is the last chapter in which Old Testament material predominates, the closing lessons of the textbook being given over to the thought of Jesus as he lived and taught in Palestine. The teacher whose heart is kindled by the thought of the heroic mission of the ancient prophets will be able to use this class period to stir his pupils with pictures of these rugged men, standing forth to warn and plead with the people before their downfall, comforting them through their captivity, and pointing to a great hope for the future. The climax of the lesson will be "The Messiah is coming." Time should be reserved at the close to plan for a suitable observance of the coming of Jesus, either in connection with the next session or at some special time.

References: *The Prophets of Israel*, Willett; and *Prophecy*, *Prophets*, in Hastings' *Bible Dictionary*.

Aim: By vivid local settings and the retelling of ancient events to impress the class with the tremendous work of the old prophets in rebuking sin, strengthening faith, and pointing to a Saviour to come; to help them to an understanding that God has had in all ages his prophets to speak for him and to call his people to right living; to awaken a desire in each pupil to be worthy of bearing God's message in his own environment, as the prophets did in theirs.

Points of emphasis:

The ruins on the hill of Samaria.

The story of Elijah and the prophets of Baal.

The mission of the Old-Testament prophets.

Jeremiah's prophecy of hope that became clear during the captivity.

Procedure: Open the study period with a brief drill on the books of the Old Testament as previously assigned. Let the Geographer introduce the lesson of the day by again locating Samaria and the town of Nablus, and pointing out the road northwest to the ancient town of Samaria. The teacher may then proceed to a description of the ruins on the hill of Samaria, dwelling upon the glory of Samaria in the time of Herod, when Christ was born, and then going back eight hundred years before to the time of Ahab's palace. Try to make clear that there were two kingdoms at that time and that Samaria was the capital of the northern kingdom. Sketch the growing wickedness of the people in Ahab's reign, then call upon the pupil to whom was assigned the story

of the offering on Mount Carmel. Ask the other pupils to open before them during the telling the map on page 60, imagining themselves on the hill of Samaria looking across the sweep of the Plains of Dothan and Esdraelon toward Mount Carmel.

Following the story raise the question as to why Elijah felt compelled to come forth and proclaim God's message. Discuss the methods of the prophets, the burden of their message up to the terrible fulfillment in captivity, and then the note foretelling the coming of Jesus.

Call for the reports of the major and minor prophets and list them on the board. Use three minutes for a brisk contest in locating the various books. Add to the list on the board names of prophets for whom no book is named, such as Elijah, Elisha, and Samuel.

Discuss Dick's final question, and the kind of man whom God is able to use to bear his messages of warning and hope. Encourage the pupils to look about them for men and women who dare to speak out against wrongdoing and to point out God's way of life. Refer again to the great Messianic prophecy that rang down through the centuries, and note that the next chapter treats of the fulfillment of that hope, the coming of Jesus.

Activity: Journal: Copy in the lists of the major and minor prophets. Tell the story of Elijah and the prophets of Baal.

Discuss with the class special ways to observe Christ's birthday. If this course is studied during the summer, a "summer Christmas tree" celebration would be most appropriate. (See *Playing the*

Game, the Program Guide, No. III, prepared by Lois R. Robinson for the Daily Vacation Church School, or *Things to Make*, by Gertrude Hutton.) If this is a winter course, the Christmas lesson should be taught as near the Christmas season as possible, taking it out of order if necessary. Or it may be taught in order and a special observance planned at the appropriate time. Consider with the class possibilities for making and sending gifts, and let the pupils vote where the gifts shall go: to a needy family, to children in a hospital, an orphanage, a mission station, or wherever they feel the need is greatest. Make definite arrangements for the successful carrying out of this project.

From the "Things to Find Out" in the next chapter assign Number 2 to an individual pupil, and 3 and 5 to the entire class.

The Business Manager should have in readiness at the next session tickets for the remaining lessons.

Notebooks should be inspected.

CHAPTER XXIII

CHRISTMAS IN BETHLEHEM

Our "party" has been in Bethlehem before, but now it is a different place, transformed by the crowds assembled for the Christmas celebration. The story of the birth of Jesus should come to the pupils with a fresh appeal as they imagine themselves among the earnest pilgrims on the very ground where the event took place centuries ago.

Aim: To enable the pupil to see through another

boy's eyes the scenes of the Christmas story, to experience something of the wonder and thrill of the Christmas Event, and to catch the Christmas spirit of love and service.

Points of emphasis:

The description of Bethlehem in the Christmas season.

The evening at the mission school.

The service at the Church of the Nativity.

The journey from Bethlehem at night, recalling the Christmas story by the way.

Dick's own Christmas.

Procedure: Have the study period open with the party already at the orphanage in Bethlehem, supposedly at the supper table. A belated member of the group hurries in and enthusiastically describes what he has seen as he came through the streets of Bethlehem (page 183). Let the teacher, as "Mr. Williams," tell of the Russian pilgrim. Following supper, the "party" joins with the members of the "school" in singing "O Little Town of Bethlehem," and in a brief prayer that this Christmas Eve may bring a new love for Jesus, and understanding of what his coming has meant to the world. Some one may comment here that the orphanage itself is due to the spirit of Christ in the world.

The "party" now attends the Christmas service. One member may describe the scenes in the church. The teacher or some one who can take the part with dignity may impersonate one of the priests reading aloud from the Gospels as if to a great

church full of people. The first fourteen verses of Luke 2 will be sufficient to give the desired touch.

Finally the "party" goes out on the hillside for the homeward walk. From here on the teacher should guide the lesson carefully. Note the calm of the night in contrast to the feverish excitement and the crowds within the church. Picture the brilliant stars above, and the watching shepherds; listen to the far-off bleat of the sheep and tinkle of the camel's bell. When the proper atmosphere has been created, suggest that the class sing softly "Silent Night." Then picture the travel-worn couple, faithful Joseph and the gentle Mary, finishing the end of their journey from Nazareth and wearily entering crowded Bethlehem. Ask half of the pupils to open their textbooks to the story of Dick's walk by night to Jerusalem, and the other half, their Bibles to Luke 2. Let the pupils of the first group read aloud from the text beginning with the second paragraph on page 188 and ending with paragraph three, page 190. As the references to the Bible story occur, the second group will read the corresponding verses. The places to pause for Bible references should be carefully marked in advance in the textbook by the teacher. Pass out to each member a picture of the "Sistine Madonna" (Brown 93), or Correggio's "Holy Night" (Brown 171). While the pupils are looking at the pictures raise the question as to what wonderful prophecy the birth of Jesus was said to fulfill. Sketch briefly the reasons for the unhappiness of the Jews, their restlessness under the Roman rule, their great hope of a deliverer. Give only enough to show the depth of their longing for the prom-

ised Messiah. Was Jesus the real Messiah? Was he the kind of deliverer the Jews expected? Draw from the class some of the most outstanding results of his coming to the world. He brought the kingdom of "good will to men" upon earth. Wherever his way of life is followed there is good will and all the train of helpful ministries that go with it.

Discuss Question 4. This should lead naturally into a consideration of the right and wrong ways of observing Christ's birthday, and the need of perpetuating the spirit of joy and service through the entire year.

Close the session by singing "Joy to the World," or another verse of "Silent Night."

Activity: Journal: Paste in the Christmas picture, and below it copy the song "O Little Town of Bethlehem." Answer Question 4.

Let the class proceed to carry out further their plan for a special Christmas observance. If gifts have been brought at this time for a specific purpose, pack them carefully and arrange for certain members to send or deliver them to their destination.

Tickets for the remaining sessions should be given out.

CHAPTER XXIV

WHERE THE BOY JESUS LIVED

STRIVE to make this lesson a most sympathetic and appealing picture of the boy Jesus, his home life, his work, his playground of flower-bedecked hills; and then his coming into manhood; his com-

forting talks to heart-weary people, and his one tragic return to the town of his boyhood, when, stirred with the conviction of God's will for him, he pours forth to his own people the proclamation of his mission, and they return his confidence with a scornful attempt to drive him from their midst, and even to take his life.

References: Article in Bible dictionary on "Nazareth"; Smith's *Historical Geography; The Flowers and Trees of Palestine*, Temple; *The Jesus of History*, Glover; *The Life of Jesus*, Rall; *The Life of Christ*, Papini.

Aim: To make real to these boys and girls more of the Bible history, through a horseback ride with Dick to Nazareth. To bring them face to face with the boy Jesus among his native hills: his love for flowers, the same that bloom there to-day, which spoke to him of a heavenly Father's care; his schooling and his work as a carpenter boy, faithful attention to which was a preparation for the work to which his Father called him. To bring to their hearts a consciousness that as to the boy Jesus, so to them, God is speaking through the world about them, and that they too must respond to his leading.

Points of emphasis:

The trip to Nazareth with its ancient and modern points of interest by the way.

The flowers on the hills where the boy Jesus played.

What Dick saw in the town of Nazareth.

Jesus' boyhood and the trip to Jerusalem.

The return of Jesus to Nazareth during his ministry.

Procedure: In this lesson the Dragoman again appears and will proceed to guide the "party" on their way to Nazareth. He will open the lesson by describing their equipment for the journey, and then proceed with the use of a wall map to point out the places of interest along the way. At each point of Old Testament association he will give the reference (see text), and the pupil first finding it in the Bible may read a few verses. Dwell a moment upon the description of the flowers about Nazareth and Jesus' evident love of nature. What assurance did he read in the birds and flowers about him? Encourage the pupils to watch for the blossoming of some of the flowers mentioned and to leave space in their notebooks for pasting in a pressed poppy or anemone with the words, "A flower that Jesus loved." Having arrived at Nazareth, another pupil may be called upon to describe the town, and a third to tell of Jesus' one recorded trip away from it when a boy. How long did Jesus work at his trade before starting on his ministry? What is the probable reason? Ask the entire class to look up Luke 4. 16–30 and follow it while the teacher reads aloud in the textbook from the top of page 197. Ask one of the pupils to find the prophecy in the Old Testament. Pass out to the class the picture of "Nazareth and the Hill Country" (Wilde 182).

Activity: Journal: See that the places mentioned on the trip are entered upon the map. Write a

description of the town of Nazareth, and paste in the picture. Remember to leave a space for pasting in a flower later if none are available now; or a wild poppy could be drawn in with crayons, or painted.

If the weather is warm, plan, if possible, to have the next lesson out of doors. If it could be on the shore of some lake or stream, so much the better.

CHAPTER XXV

"COME, FOLLOW ME"

THIS lesson is one of the high-water marks in the course. It should not be presented without most careful study and earnest prayer that the atmosphere of that early morning hour on Lake Galilee may be carried over into the heart of the pupil to deepen the purpose, which should already be formed there, to follow God's leading in his life. The details of the lesson and the outline of its teaching should be so thoroughly mastered that the attention of the teacher may be centered upon the responses of individual children and the crystallizing of interest into resolve. Use references given in the previous lesson.

Aim: To spirit this party of boys and girls on horseback by Dick's side through Bible scenes to Galilee's shore, and there to make them see the "glorious Stranger," to walk with him and talk with him until the charm of his presence wins them as it did the disciples of old to his compan-

ionship, and makes them long more than anything else for the sense of his approval.

Points of emphasis:

The horseback trip to Galilee, with its points of Biblical interest.

The first sight of Lake Galilee.

The "morning watch" on the Galilæan shore.

Where "following Him" led the disciples.

The work of those who follow Him in Tiberias.

What it means to follow Him to-day.

Procedure: The opening of this lesson is similar to that of the one preceding. Again the Dragoman is in evidence and acts as guide to the "party," possibly calling upon members of the "party" to look up and read the references regarding Cana, Mount Tabor and "Little Hermon." Let some one describe the first sight of Lake Galilee. Try to bring out the picture vividly, supplementing the text by other descriptions found in the reference books. Have the pupils ever camped on a shore or gone to sleep with the sound of waves in their ears? Proceed by question and answer and reading from the Bible and the text to bring out what happened early the next morning. Note first of all that this early morning Bible reading and prayer is a habit cultivated by many followers of Christ, and that starting the day with him makes one more sensitive all through the day to his leading, and brings to many a sense of constant companionship with him. Bring out the facts about fishing in Galilee, and picture the scene Dick saw that morning. Tell the story of the calling of the four.

They were only simple fishermen; did they prove worthy? Where did following Jesus lead them? Read aloud the last two paragraphs on page 205 and the first on 206. Would we have been quick to follow him then? Are we willing to follow him now? What does following him mean to some Christians in Tiberias to-day? Let some one describe the morning service at the mission, and the scenes in the hospital. What does following him mean for us here? Get as many answers as possible. Call back again the picture of Dick sitting in the sand listening to his father, and read aloud the second paragraph, page 206. Will the Man of Galilee seem to stand beside us also as we bow our heads in prayer and tell him we wish to follow him better than we ever have before? Call for silent prayer, followed by one or two sentence petitions, or one united petition: "Dear Jesus, help us to follow thee." Have two pupils, previously prepared, sing the first three verses of Whittier's hymn, "Dear Lord and Father of Mankind." The hymn is rather old for this age group, but its associations with the lesson make it of value.

Activity: Journal: Describe Lake Galilee and the town of Tiberias. Name the first four disciples. Enter on the map the places mentioned on the trip to Tiberias.

Since helping others is one of the ways of following Him, send the pupils out to discover opportunities for helpfulness at home, at school, and at play. Let them make three lists in their notebooks of the forms of helpfulness they have found.

Assign the Beatitudes as memory work for the next lesson.

CHAPTER XXVI

A MOUNTAIN WHERE JESUS TAUGHT

In the preceding chapter we saw Jesus calling his disciples. In this one we see him training them and watching over them. Nothing will bring this lesson nearer than to have the party imagine themselves a company of disciples with Jesus as the unseen teacher. Any shift of position in the schoolroom which will serve to bring them closer together as an informal group of learners will be a help to the imagination. An outdoor lesson would serve the purpose best.

Aim: To make the teachings of Jesus in their simplicity and beauty seem real and personal to the pupil; to impress upon him the rare fellowship and watchcare of Jesus as a friend and to make Jesus seem near and accessible; thus to lead the pupil to seek the companionship of the great Friend as his daily strength.

Points of emphasis:

The description of the Horns of Hattin, the view of Galilee and the Plain of Gennesaret.

Jesus teaching his followers by the Sermon on the Mount.

The three most familiar sections of the Sermon: the Beatitudes, the Lord's Prayer, and the Golden Rule.

Reasons why the preaching of Jesus attracted people.

Jesus watching over his disciples through the storm on the lake.

Procedure: Let some one first describe the place to which they have come for this hour together. Turning to Mark 3 they will find the names of twelve of their company. Now let them open to the Sermon on the Mount, Matthew 5–7, and examine it, seeing how many chapters it covers. Let the teacher read aloud the portions given in the textbook, seeing if he can get the same responses Dick gave. Have the class repeat together the Beatitudes. Discuss for a moment the value of the Golden Rule. Then take up the various points in Jesus' way of preaching which drew the people to him. List them on the board. Bring out strongly the fact that Jesus always brought happiness and cheer and comfort to people and intended that his followers should do so also.

Discuss Question 3. Does Jesus train his followers to-day? How do they learn his way of life? Dwell upon the fact of Jesus' constant watchcare over his disciples. Refer back to his teaching regarding the birds and the flowers. What need for fear has the Christian who has placed his life in God's hands! It is that knowledge of God's leading and God's care that inspired the old prophets, that led the early Christians to face death with songs of praise on their lips, that has sent modern missionaries to face savages and the jungle wilds. The marvelous peace and confidence of the true follower of Jesus is born of the abiding sense of

his constant loving care. Close the study by repeating together the prayer which Jesus taught.

Activity: Journal: Draw the picture of twin mountains with a lake in the distance. Brown and blue crayons may be used to good effect. Under it write "Where these men met Jesus," and put down the names of the twelve disciples. Head another page "Some Things He Taught Them," and write out the Beatitudes, the Lord's Prayer, and the Golden Rule.

Ask the pupils to read over the Golden Rule in their Bibles every morning for a week and to ask God's help in practicing it during the day. Interesting results may be reported in class.

The Geographer should be prepared to place on the blackboard for the next session a good outline of Lake Galilee preparatory to marking the locations given. If so desired, the Dragoman may arrange for some light refreshments at the appropriate place in the lesson.

Suggest that pictures of fishing boats or sailboats be brought to class.

CHAPTER XXVII

WHERE A BOY'S LUNCH FED THOUSANDS

CAN you picture that northeast corner of the shore of Lake Galilee, inland a bit, and on a rise of ground, where Jesus probably faced the multitude, and in complete self-forgetfulness worked

and talked with them until sundown? Then can you see the wondering small boy, perhaps timidly, and yet surely with gladness, surrendering his bit of a lunch to this gentle Man of wonderful power? Do you see his eyes widen as his contribution multiplies under the Master's touch? Can you sense the stirrings of boyish devotion and lifelong loyalty that swell his heart? Can you stir some of that wonder and devoted loyalty in the hearts of those to whom you teach this lesson? The appeal of the picture must be in the heart of the teacher before it can be conveyed to his pupil.

References: *The Ethics of Jesus*, King; *The Teachings of Jesus*, Rall; *The Jesus of History*, Glover.

Aim: To carry the party with Dick along the shore of Galilee until the scene changes to nineteen hundred years ago, and Jesus lives before them, teaching and healing and praying. And lo, a boy like themselves brings everything he has to Jesus, and as they watch it grow and feed the hungry they catch the truth that Jesus will take whatever a boy brings to him and distribute it to a needy world.

Points of emphasis:

The start of the excursion on Lake Galilee, passing Magdala and the Plain of Gennesaret.

Tell Hum, the ancient Capernaum, as it is to-day.

A day spent by Jesus in Capernaum.

The deserted aspect of the north end of the lake compared with its ancient prosperity and enterprise.

The probable site of the feeding of the five thousand.

The significance of the story of the boy's lunch.

The storm on the lake.

Procedure: The Geographer will have placed on the blackboard the map of Lake Galilee. The "party" starts upon its excursion, and as the points along the way are reached he indicates them upon the map (see map, page 60). A cross mark a little south of Bethsaida near the shore line may be used to indicate the place where Jesus fed the five thousand. A dotted line north around the lake to this spot and then back across to Tiberias will indicate the route taken by the "party." Colored chalk will make it more graphic.

Before starting, the Dragoman will describe the boat which the "party" is taking. Call quickly for the stories regarding Magdala and the Plain of Gennesaret. Dwell more at length upon Tell Hum. Important discoveries have been made there in recent years. Call to mind again the importance to the world of these excavations. The pupils may as well become familiar with the imposing phrase, "archæological research," and its significance. Now bring out the description of that rich day of Jesus' ministry in Capernaum, suggesting that it was typical of most of his days. Does the class think that his "morning watch" on the hillside was also a usual practice with him? Could these early morning hours have been the secret of his power and exhaustless ministry?

Call upon some one to read Matthew 11. 21–24 and to tell how the woes pronounced there have

been fulfilled. Follow closely the description of the northern shore line. If by chance this is an outdoor session, the party on "landing" may pretend to have a fire and eat a light lunch (provided by the Dragoman) while some one tells the story of the feeding of the five thousand. Look up the parallel accounts of the story in Matthew, Mark, and Luke. Discuss Question 5. If Jesus could make one small basket of lunch minister to so many people, what could he do with a life given to him for the service of others?

Have the best reader in the class, pupil or teacher, read aloud the story of the storm on the lake. Why did it remind Dick of Jesus? Close the session by singing "Jesus, Saviour, Pilot Me," and ask that it be memorized by the next session.

Activity: Journal: Paste in or draw the picture of a sailboat as the heading for this entry. Copy from the board the map of Lake Galilee, tracing the route of the "party." Tell the story of the feeding of the five thousand.

CHAPTER XXVIII

THE TRIUMPHAL PROCESSION

In this chapter we see Jesus moving steadfastly toward his tragic end. The pupils should be made to see clearly the reason for the turning of the tide against him: his unwavering message of a spiritual rather than an earthly kingdom. The people did not understand him, but they comprehended enough to know that their hopes of a Jewish

nation were not to be realized in Jesus. And yet in his last silent proclamation of his kingship, in presenting himself riding upon an ass, the prophetic symbol of royalty, hope once more revives in the multitude, and they accord him the enthusiastic welcome of an earthly king. What do you think were the thoughts of Jesus as he passed through the cheering crowds who were so soon to condemn him?

References: *The Jesus of History*, Glover; *Studies in the Inner Life of Jesus*, Garvie.

Aim: To picture Jesus facing unpopularity with courage, drawing his disciples closer to him; to trace his journey from Galilee as he turned his face steadfastly toward Jerusalem, joining with the crowds that followed him in the triumphal procession into the city; to show that his triumph was but temporary because the Kingdom he proclaimed was far greater than that which the Jews expected.

Points of emphasis:

Dick's last day in Galilee.

The waning enthusiasm of the Jews for Jesus, and its cause.

The Transfiguration.

Dick's walk to Bethany.

The story of the triumphal procession.

Dick's return to Jerusalem with the procession on Palm Sunday.

Procedure: Recall the closing event in the last chapter and make the connection with the description of Dick's last three days in Galilee before the return to Jerusalem. Take up Question 1 and

bring out clearly the difference between the kingdom of God which Jesus proclaimed and the kingdom the Jews wished him to found. Show that in these last weeks of unpopularity Jesus drew his disciples very near to him; the time was so short in which to prepare them to spread his message. He wanted to make them strong enough to stand forth bravely when he was gone. And he also drew them close to the Father in heaven. In this connection let some one describe the experience on the mountain, known as the Transfiguration, and point out Mount Hermon. Raise the question why Jesus chose the Passover for his final visit to Jerusalem. Call for the story of the first Passover. It is the most important of all Jewish festivals. Note the description of the Passover crowds Dick saw in Jerusalem.

Let members of the class read in turn Mr. Williams' description of the procession to Jerusalem, reading from paragraph 3, page 226 to the bottom of page 227. Turn to the map of Jerusalem, page 67, and note the road from Bethany, marked "Road to Jericho," north across the Mount of Olives, the probable route which Jesus followed. Let the teacher read on from the bottom of page 227. Ask the class to turn to the view of Jerusalem from the Mount of Olives, page 71. That is what Jesus saw that day when he wept over Jerusalem, and that was the view he faced as he rounded the side of the mountain with the triumphal procession and walked bravely into the hands of his enemies in Jerusalem.

Help the class to picture Dick and his father joining the company of Christians that each year

march from the Mount of Olives to Jerusalem in commemoration of that strange procession long ago. Pass out pictures of the "Entry into Jerusalem" by Plockhorst (Brown 821).

Activity: Journal: Paste in the picture. Answer Number 4 of the "Things to Find Out."

For the next lesson divide the class into two sections. Ask one half to be especially prepared on the description of the Passover of the Jews, and the other half to report as many beautiful and interesting sayings and acts of Jesus as they can find in the story of his Last Supper with the disciples (John 13–18; Mark 14. 12–22; Luke 22. 14–38; Matthew 26. 17–31).

CHAPTER XXIX

TWO SACRED MEMORIALS

These closing lessons of the course are all of more or less climactic value. The teacher who has come into close personal touch with his pupils, watching the progress of their thinking from lesson to lesson, will know best, without special suggestion, how to lead each one into a clearer consciousness of Jesus as his own unfailing friend, and to a deepening desire to follow him in love and service to others. This lesson brings home in a special way the courage of Jesus during his last week, the tenderness of his farewell meeting with his disciples, the simple ceremony of the bread and wine, and his lonely prayer in the Garden of Gethsemane. Most of the facts may be drawn from the pupils

themselves, but they will be made to stand forth in living reality by the teacher as he supplements or reenforces the telling, weaving about them that atmosphere of sympathy, reverence, and love, in which they should be approached.

References: See Chapter XXVIII.

Aim: The purpose of the chapter may then be stated as follows: To give the pupil an understanding of the meaning of the Passover feast of the Jews; to help him see Jesus in his last week fearlessly facing his enemies, tenderly giving his last instructions to his disciples, and reaching out alone for the strengthening presence of the heavenly Father; to lead him to look upon the sacrament of the Lord's Supper as a perpetual reminder to all his followers of the life and service of a dear Friend, and to desire, like Dick, to join in this memorial service because of love for him.

Points of emphasis:

The order of events in Holy Week.

The fearlessness of Jesus in his last days.

The Passover Supper in a Jewish family.

Jesus' last Passover Supper with his disciples.

Dick's participation in the sacrament of the Lord's Supper.

The moonlight visit to the Mount of Olives.

Procedure: Open the session with a consideration of where and how Jesus spent each of the days of the last week of his life. Read in turn some of the daring things he said and did. Then call for reports from the half of the class responsible for describing the Jewish Passover. Help to make

the description as vivid as possible. Then turn to the other half of the class and draw from them those things which have seemed to them most interesting and lovely as they read about Jesus' last meeting with his disciples. Bring in Judas' retreat from the company, and Peter's assertion of loyalty. Dwell upon the wonderful lesson in humility, the command to love one another, the charge to bear fruit, and the "greater love hath no man —," in the Gospel of John. Jesus was about to express this greatest love. Read aloud with reverence the words of Jesus' last solemn covenant with his disciples.

Let the teacher now tell the story of Dick's partaking of the Lord's Supper, using as nearly as possible the simple language of the text. Let the story itself make its impression without further moralizing, though it may well be followed by mention of the usual time for the administration of this sacrament in the church or churches to which members of the class or their parents belong; and possibly information concerning the form of service used may be given for the purpose of making the pupil more at ease in partaking if he desires to do so. Speak of it as being just what Dick felt it to be—a pledge of loyalty to the Friend, Jesus, taken in remembrance of his life of love and service, and a promise to follow him more worthily. Pass out Leonardo's "Last Supper" (Brown 169).

Ask the class to imagine themselves going from the meeting out into the city streets, dark except for the light of the Paschal moon, and across the valley to the Mount of Olives. Picture the moonlight and the silent Garden of Gethsemane below.

Let some one read or tell of Jesus' prayer alone among the olive trees (Luke 22. 39–46). Have the class sing together softly the song that was sung by the group from the church, and close with brief petitions that they may be worthy followers of Jesus.

Activity: Journal: Answer Questions 3 and 4. Write down and memorize John 13. 34, 35. Paste in the picture.

Send the pupils out to seek ways of expressing "love one to another," that it may be truly evident that they are followers of Jesus.

CHAPTER XXX

THE WAY OF THE CROSS

THERE is sometimes danger that the story of the cross will be told so frequently and in such a manner as to become a commonplace to the child. There is also a danger, especially for the sensitive, imaginative child, that it will be overdone with too detailed a description of the physical sufferings. To find the happy medium between these two is the province of the skillful, understanding teacher. The story cannot be told as a commonplace. In a spirit of love and reverence for Jesus, which is the necessary background for an appreciation of his sacrifice and should by this time have become the spirit of the class, lead the listeners step by step with him through his betrayal, his trial, and his sufferings, not with an emphasis upon the agonies of the body—though they must be shown to be

real—but with a deep wonder at his steadfast courage, his unshakable faith, his self-forgetting love and forgiveness, his unswerving conviction that the giving of his life would open the eyes and hearts of the world to the love of God the Father. If there is within the teacher a genuine heart-stirring in contemplation of this supreme offering, a personal appreciation of its efficacy in his own life, it will surely communicate itself in some measure to his pupils. One is constrained to repeat here Lyman Abbott's advice to mothers: "Never attempt to give to your child the life you do not possess, however earnestly you may think he ought to have it; never hesitate to give to your child the life you do possess, however profoundly you may be ashamed that it is so little."

References: *The Jesus of History*, Glover; *The Life of Jesus*, Rall; *Studies in the Inner Life of Christ*, Garvie.

Aim: To bring to the pupils' comprehension that Dick's Friend, whom they too have learned to love, voluntarily suffered betrayal, scourgings, and death on the cross through love for us all; that he knew the cross was waiting for him, and such a death did not mean failure, but lay in the path of his triumph in proclaiming his message of God's eternal love and our eternal life.

Points of emphasis:

The procession of the cross along Via Dolorosa.
The capture and trial of Jesus.
Peter's denial.
The crucifixion.
The despair of Jesus' friends.

Procedure: This is a brief chapter in the text and may well be read aloud at the beginning. Turn to the map of Jerusalem, page 67, and trace the Via Dolorosa from the Tower of Antonia to the church of the Holy Sepulcher. Then close the books and with open Bibles follow the narrative in Luke 22. 47–23. 56; John 19. 25–27. Ask the pupils to listen to the Bible story as if they had never heard it before. The teacher should be prepared to tell the entire story, drawing various details from the pupils and eliciting comment along the way. First describe the scene in the Garden when Jesus was betrayed. How did he meet his enemies? How does one account for his perfect calm? What happened to the disciples? Describe Peter's denial. The trial of Jesus was a mere pretense. False charges were preferred against him and he was hurried from one place to another in the effort to get judgment against him. Finally, Pilate's desire to keep in the good graces of the people and to avoid riots during the Passover led him to give Jesus over to the desires of the mob, though outraging his own weak sense of justice. Follow the progress of the so-called trial, emphasizing the quiet self-control and fearlessness of Jesus. He was noble enough to understand and pity his persecutors even when he was their victim. Moreover, he was laying down his life of his own accord. He could have evaded this crisis and stayed away from Jerusalem, or he had the choice of surrendering to their desires to set up an earthly kingdom. But he had seen in the "Way of the Cross" the will of God in founding his kingdom and he had chosen to go in that way.

Tell the story of the crucifixion, making clear the human suffering of Jesus, but laying greatest stress upon his attitude, his forgiveness of his enemies, his thought for his mother, the quiet surrender of his spirit into the Father's hands. Could anything have convinced men more fully of the power and vital purpose of his life or the truth of his message than this supreme nobility in a terrible death? What of the thief by his side and the hardened centurion? There was one man, Barabbas, the one who was released in his stead, for whom Jesus' death meant very definitely a new chance to live. Can you picture him on the edge of the crowd gazing in awe upon Jesus, hearing his tender words, watching his life ebb away, and realizing that this wonderful man was dying in his place, bearing, as it were, the punishment for his sins? But not only for him but for each one, Jesus endured the terrible suffering and humiliation of the cross to show God's love and forgiveness and to draw us near to him.

The betrayal of Jesus was about midnight of Thursday, the trial took place in the early morning hours of Friday, and the crucifixion occurred about nine in the morning, lasting through the burning heat of the day. Jesus was tenderly laid in the tomb of Joseph of Arimathæa by sundown that night. Imagine the depression of the disciples. They did not yet understand the nature of God's kingdom. To them the awful death of Jesus was the defeat of all hope, and that night and the following day were full of deep despair. Pass out the picture "Ecce Homo," by Ciseri (Brown 90). Close by singing together "There is a Green Hill

Far Away," and ask the pupils to memorize it, and also the verse John 15. 13.

Activity: Journal: Paste in the picture. Copy down the words of the hymn just sung, and the memory verse. Answer Questions 1 and 4.

Call attention to the Passion-Week services held in most churches, and suggest that the pupils avail themselves of the privilege of attending them.

CHAPTER XXXI

EASTER IN JERUSALEM

JESUS died, and yet he lives again. Our "party" in their travels view the scenes of his death and resurrection. The historic facts of his life and death are impressed upon them. The accounts of his reappearances are given. But beyond mere knowledge of fact there may come into the life of each pupil an inner experience of the truth of the resurrection. It is conditioned on no abstruse doctrine, or intricate creed, but on simple love and seeking for the living Christ. Here again the sincerity of the teacher is paramount. The conviction in his own heart, born of a vital relationship with the divine Person, will carry more weight than anything a textbook can set forth.

References: See preceding chapter.

Aim: To give a vivid portrayal of the scenes of Jesus' death and burial and resurrection; to bring to each child mind a conviction, never to be lost,

that the Jesus who died upon the cross is a living Jesus, one who still walks and talks with his followers, though unseen; to strengthen the desire to be a worthy member of the great company of those who seek to follow his commands and spread his kingdom on the earth.

Points of emphasis:

The strange service in the Church of the Holy Sepulcher.

The real significance of the service.

The early morning visit to the "New Calvary."

The open tomb in the hillside.

The story of the resurrection morning.

The great fact of Jesus' living presence.

Procedure: In advance of the lesson an outline copy of the map, page 67, should be placed upon the blackboard with sufficient detail to show the Via Dolorosa, the Church of the Holy Sepulcher, the Damascus Gate, and the New Calvary. Open the session by having the Geographer, or some one acting as guide, indicate again the church which the "party" is visiting with Dick during the service on Easter Eve. Have some one describe the interior of the church and the service of the Holy Fire, or read the description from the book. Discuss Question 2 and ask the deeper meaning of the service. Has the sacred flame from the life of Jesus spread very fast and far?

The pupils may now imagine themselves going in the early morning to the "New Calvary." Let some one act as guide, showing on the board the location of the hill and describing the scene of the

crucifixion. The "party" may wish to join with those who sang "There Is a Green Hill Far Away" (memory assignment for this lesson). Now a third member may conduct the group to the open tomb, telling of General Gordon's discovery, describing the interior and the place for the rolling stone at the entrance.

At this point let the teacher take up the lesson, going over the story of the resurrection. By vivid description, by question and answer, by reference to the Bible narrative, help the pupils to feel the gloom of the disciples on Friday evening, their probable fear and hiding during Saturday, the stealthy visit of the women in the grey dawn of Sunday (John 20), the shock of their surprise, the vision of the angels, the tenderness of Jesus' revelation of himself to the weeping Mary, the burning hearts of the two on their way to Emmaus (Luke 24. 13–35), and such other appearances as there may be time to describe, until the hearts of the pupils are stirred with the conviction that Jesus is living still, a precious Friend and Guide to his followers. Dwell on the effect of this revelation upon the disciples, their transformation from a group of discouraged, despairing men to an indomitable missionary band which swept the known world with their message. They had started back to their homes, some to Galilee, two of them to Emmaus, but as Jesus began to appear to this one and that, they drew together again at Jerusalem. He came to them and charged them to tell the nations about him (Matthew 28. 19, Mark 16. 15, Luke 24. 46–49). And then one day, when they had been convinced beyond all doubt of his living presence, he dis-

appeared from their sight. Help the pupils to see that marvelous as it seems to us, so glorious a life as Jesus lived could have no other climax than this resurrection. The spiritual power and mission of his life transcended all physical bonds. He has shown us too that life on earth is but a fragment of our living, that our life too is eternal, and we must make a life that is worthy to live on. But the future itself we may safely trust to the Father's hands, turning our thought upon our life here, trying to make each day better than the last, and seeking the friendship of Jesus as our constant help.

Ask the class to repeat together John 3. 16 and then to bow in silent prayer. While heads are bowed the teacher may quietly make suggestions as to the pupils' petitions: to come to know Jesus better as a Friend, to learn to follow his commands to love and help others, to be a worthy witness for him in the duties and pleasures of each day. Sing together softly one or two verses of "I Love to Tell the Story."

Activity: Journal: Draw the picture of an Easter lily, discussing briefly the significance of the lily at Eastertide; its purity, its association with Jesus' teaching of God's loving care, its symbolism of all the new life at springtime, and the new life which Jesus' resurrection proclaimed. Answer Questions 4 and 5. Copy in and learn John 3. 16.

For the next session ask one half of the class to bring in pictures and facts about the city of Rome, and the other half to find out what they can about Paul. Ask all to be prepared to tell

what they consider the greatest value which came to Dick from his travels. Ask them also to have the names of the books of the New Testament completely memorized.

CHAPTER XXXII

THE END OF THE TRIP

This final lesson of the series will need a careful time schedule. To touch upon the trip from Palestine to Italy, the wonders of Rome, and the life of Paul, and still have time for a summary of Dick's travels which shall clinch certain values in the course, will require wise preparation in advance, and skillful handling. But it can be done, and the pupil may finally close his textbook and go forth from the class with an indelible impression of Jesus as a Friend who not only walked with his disciples in Palestine but who stands beside each boy and girl to-day, helping to make a life that shall be useful and happy and shall witness of him wherever it is lived.

References: Stalker's *Life of Saint Paul;* Chapter IX in Gibbon's *History of Rome* (Student Series); *Quo Vadis?* Sienkiewicz.

Aim: To familiarize the pupil with some final facts regarding the land of Dick's long sojourn, and regarding Rome, the city toward which Dick and his father sailed as did the apostle Paul so many centuries ago; to portray the power of Jesus

working through the life of the first great missionary, Paul; to picture the happy reunion of a Christian family, and the discovery that Dick's life too has been touched by the companionship of the greatest Friend; to deepen the desire to become living witnesses of the love and friendship of Jesus.

Points of emphasis:
Final scenes in Palestine.
Following the journey of Paul to Rome.
Some facts in the life of Paul.
Sights in Rome.
The family reunion.
What Dick had learned in the Holy Land.

Procedure: Use a map of the countries on the Mediterranean. Touch briefly on the final scenes in Palestine. Let the half of the class responsible for the facts from the life of Paul, trace the journey to Rome, showing both Haifa, from which Dick sailed, and Cæsarea, Paul's port of departure. Spend not more than ten minutes receiving reports regarding the life of Paul. See how quickly the class can locate the following epistles written by him: First and Second Thessalonians, Romans, Titus, First and Second Corinthians, First and Second Timothy, Galatians, Colossians, Ephesians, Philippians, Philemon. Then list them on the board in their proper order. Add the other books of the New Testament and repeat together. Turn now to the facts about Rome, and spend not more than ten minutes hearing from the other half of the class. Emphasize the persecution of the early Christians, and then list quickly on the board,

as the pupils name them, some of the results of the spread of Christianity. Raise the question of how each one can be a Christian missionary today. Help the pupils to see that each Christian receives the charge of Christ to spread the Kingdom, that the work cannot be delegated to special workers alone. Consider a few practical ways in which boys and girls may help spread the spirit of brotherhood and helpfulness, and prepare themselves for larger leadership in the future.

Finally, have a good reader open the textbook and read aloud the description of the meeting at the train, page 257. The teacher may follow with the three closing paragraphs. Center the closing discussion on what Dick had learned from his travels (or what the "party" itself has learned): physical geography, customs of people, strange religions, stories of Bible heroes, etc.; but what was the greatest of all? Why is the knowledge of Jesus and friendship with him the greatest thing in the world? Briefly, what are some of the ways of living which Dick found in Jesus' life? Some of the answers may name cheerfulness, sympathy, courage, friendliness to everyone regardless of race or position, trust in God, the practice of prayer, and so on. Does friendship with Jesus give strength to live as he did? Discuss how living his way will help the world to know him. Make it clear that we can reach him at any moment by simply remembering he is at our side and talking to him. Talk to him now, first with a few moments of silent prayer, and then with sentence petitions from the pupils. Sing in closing either "I Love to Tell the Story," or "Stand Up, Stand Up for Jesus."

Activity: Journal: Paste in pictures of Rome. Copy the list of Paul's epistles. Answer Questions 3 and 5. Write by itself in the middle of the last page the favorite Bible verse or stanza of a hymn most enjoyed during the course.

"And this is life eternal, that they should know thee, the only true God, and him whom thou didst send, even Jesus Christ."

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